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Salve Regina University Undergraduate Catalog 1992-1994

Salve Regina University

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Salve Regina University

NEWPORT, RHODE ISLAND



1992 - 1994
Undergraduate Catalog



Salve Regina University

NEWPORT, RHODE ISLAND 02840-4192

A Coeducational University
of Arts and Sciences

1992 - 1994

Undergraduate Catalog

Salve Regina University does not discriminate on the basis of age, sex, race, religion, color, national or ethnic origin, or handicap in the administration of its admissions policies, educational policies, or financial aid programs.

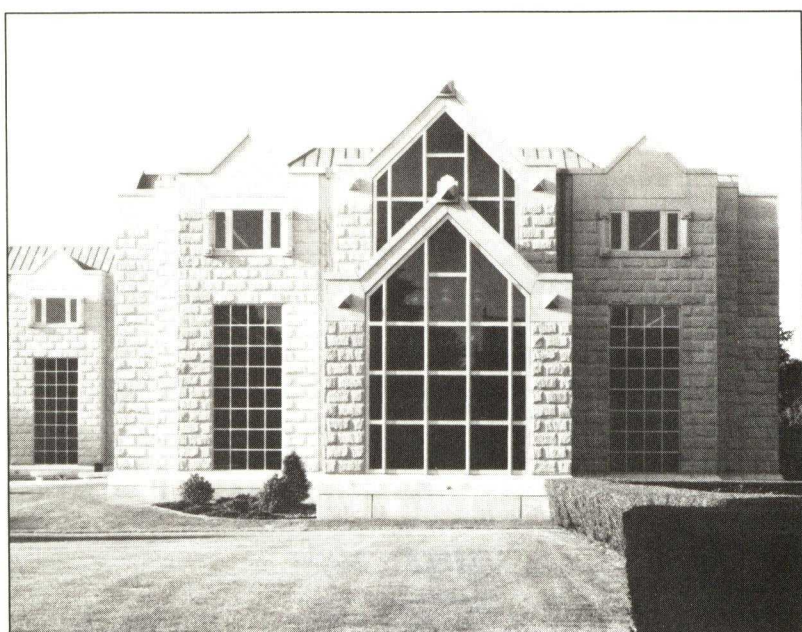
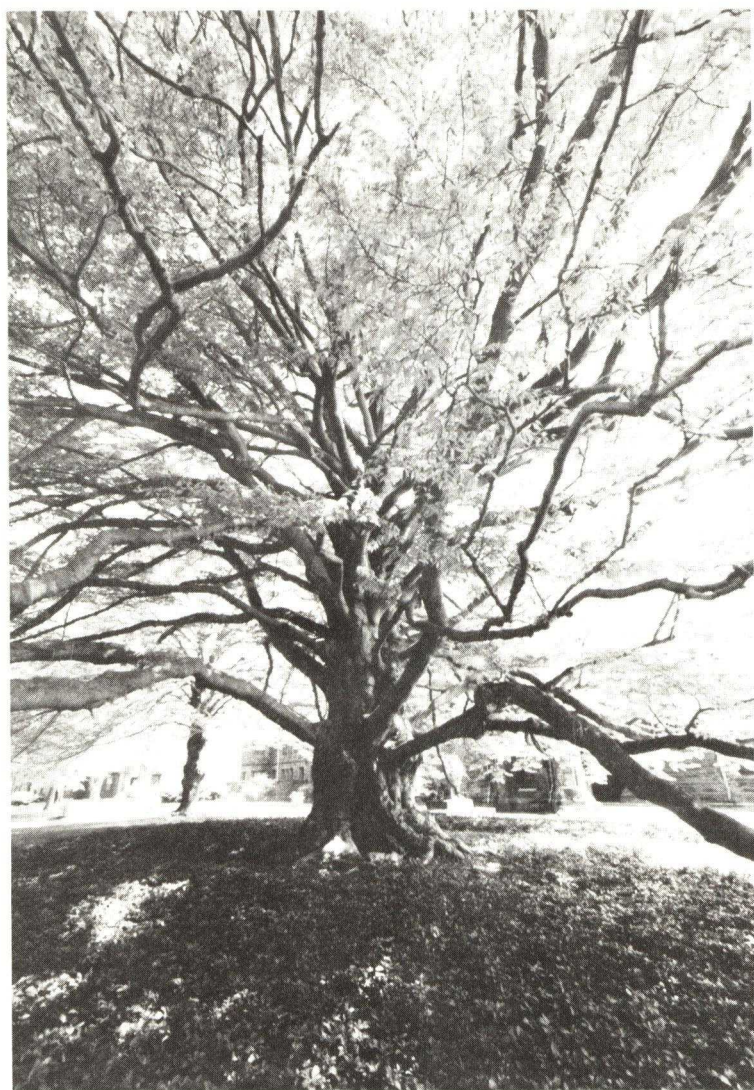


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Introduction

General Information

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SALVE REGINA UNIVERSITY

PRESIDENT'S MESSAGE

In the publication of this catalog, I reaffirm the hope of all at Salve Regina University that students will be helped here to become their best selves as they use the opportunities provided for them in their moves toward those goals to which they aspire. We want to provide all who come to the University with the opportunity to learn about our values, about a truly Catholic Christian community, about academic excellence, and about intellectual and moral integrity.

At the same time, we are aware that education is the industry in which the consumers manufacture their own products. That is, students educate themselves using their own intelligence, ingenuity, drive, and the opportunities available to them at their chosen university.

We hope all will use the opportunities available at this University to educate themselves, to search for that good purpose to which they ought to devote their lives, and to prepare fully to help others, as well as themselves, to achieve their goals. We will do all we can to help in this endeavor.

Sister Lucille McKillop

A handwritten signature in cursive script that reads "Sister Lucille McKillop". The signature is written in dark ink and is positioned below the printed name.

President

BRIEF HISTORY AND GENERAL DESCRIPTION

In 1934, the State of Rhode Island granted a charter to form a corporation named Salve Regina College. The Charter was amended in June, 1991, to effect the change of the name of the Corporation to Salve Regina University. Organized under the sponsorship of the Sisters of Mercy, Salve Regina was established as an independent university in the Catholic tradition of education, which acknowledged the critical importance of higher education for women and for men. The efforts of its founders became visible in 1947 with the acquisition of the property that enabled the University to welcome its first class of 58 students.

The undergraduate academic programs include a strong liberal arts base and thirty-five concentrations in the arts, the sciences, management, business, information systems, nursing, education, and social work. Since the early seventies, the University has offered programs leading to the master's degree. In 1990, the University initiated a humanities program leading to the doctoral degree. Thus, the curriculum presently provides opportunities for over fifty areas of concentration leading to an Associate, Bachelor's, Master's, and Certificate of Advanced Graduate Study. The University is developing the Doctoral Degree Program.

The University, which is located in Newport, Rhode Island, is presently serving 2,400 men and women from 36 states and 10 foreign countries, and over 10,000 alumni. Purchases, gifts, new construction, and the availability of property for University use in this section of Newport have expanded the campus to accommodate the educational needs of the University.

MISSION AND OBJECTIVES

All members of the University community—administrators, faculty, staff, and students—must be aware of the mission and the objectives of the University since participation in the University involves a willingness to work within the context of this mission and these objectives.

The mission of the University is to assist students to find truth, to help them become their own best selves, and to encourage them to help others become their own best selves. To help students with respect to their ultimate goals and dignity as persons and simultaneously with respect to their working for the good of those societies in which, as members, they will participate and in whose responsibilities they will share is the objective of the University. To develop the art of critical thinking, to refine, to clarify, and to deepen this art within the context of Catholic values is the aim of the curriculum.

The University continually works at establishing a curriculum that will help the students to cultivate their intellects, to ripen their capacities for right judgments, to deepen their knowledge and understanding of their cultural heritage, to develop further their sense of what is good, to prepare for specific professional goals, to prepare themselves for family, professional, and civic life, and to integrate the whole of the educational pattern within a permeating knowledge of God and the relation of all things to Him.

The University recognizes its commitment as an intellectual community to serve directly the larger community within which it operates as far as its capabilities allow.

UNIVERSITY EXPECTATIONS OF STUDENTS

Students are expected to become their best selves and to work consciously toward bringing forth the best in others. It is expected that students clearly understand that while they are enrolled in Salve Regina University, they bear our name. All behavior, therefore, must reflect this reality in the social, civic, educational, and living environments in which they find themselves. The University is committed to providing the opportunities to become educated. The student is expected to be committed to taking advantage of the opportunities provided.

Students are expected to be involved in the educational process that extends beyond the classroom as students design, create, and participate in educational opportunities with and for other members of the University and civic community. The commitment to and involvement in the educational process at the University means that all aspects of human living are to be viewed as opportunities to teach, to learn, and to grow. Students are expected to show care and concern for their own lives and their own future, but they are also expected to reach beyond themselves and to exhibit care and concern for others.

ACCESSIBILITY OF PROGRAMS AND SERVICES

In compliance with Section 504 of the Rehabilitation Act of 1973, Salve Regina University is committed to making its services and programs accessible to all students. Salve Regina University is committed to providing an educational experience that is both academically and personally fulfilling.

The Office of the Dean of Students is responsible for coordinating assistance for all students with special needs. Students seeking assistance are required to contact this office and provide current documentation of their needs well in advance so that appropriate assistance and consideration may be given to enable program accessibility. The Office of the Dean of Students is located at the Wakehurst Campus Center, Salve Regina University, 100 Ochre Point Avenue, Newport, Rhode Island 02840, telephone number (401) 847-6650, extension 2206.

The University assists all students in obtaining the services they need to access quality education. This is done in the following ways: assisting with Admission, Registration, Financial Aid and Bursar procedures; course scheduling in accessible academic buildings; appropriate housing; special assistance made available to students who evidence such needs; reasonable accommodations by faculty and staff to bring services to the students as needed; and provision of information about laws, regulations, and rights as they pertain to students with disabilities.

ACCREDITATION AND MEMBERSHIP

The University is accredited by the New England Association of Schools and Colleges, Inc. The National League for Nursing accredits the Nursing Program, which is approved by the Rhode Island Board of Nurses Registration and Nursing Education. The elementary, secondary, and special education programs are interstate-approved, and students completing these programs have certification in approximately thirty-six states. The Social Work Department offers a baccalaureate program accredited by the Council on Social Work Education. The Visual Arts programs are accredited by the National Association of Schools of Art and Design.

The University is a member of numerous organizations concerned with the advancement of higher education, including the Association of American Colleges, American Council on Education, American Association of Colleges for Teacher Education, American Association of Collegiate Registrars and Admission Officers, College Entrance Examination Board, Council for the Advancement and Support of Education, National Association of College Admissions Counselors, National Catholic Educational Association, Council on Social Work Education, and Council for the Advancement of Small Colleges. The University is a member of Division III of the National Collegiate Athletic Association and the regional subdivisions of this organization.

THE CAMPUS

The University is located on the Cliff Walk, overlooking the Atlantic Ocean in historic Newport, Rhode Island. The campus is within walking distance or a short bike ride from the center of Newport.

The airport in Providence is less than an hour away, and Logan Airport in Boston is a ninety-minute drive from Newport. The University is easily accessible by interstate highways from Providence, Boston, New York, and Cape Cod.

ADMINISTRATIVE FACILITIES

The Academic Advising, Admissions, Business, Financial Aid and Registrar Offices are located in Ochre Court, the main administrative building. These offices are open 8:00 a.m. to 5:00 p.m. daily, Monday through Friday.

ACADEMIC FACILITIES

Classrooms, laboratory facilities, and faculty offices are concentrated in eight buildings: O'Hare Academic Center, McAuley Hall, Angelus Hall, and Marian Hall on Ochre Point Avenue; Mercy Hall on Lawrence Avenue; Cecilia Hall on Ruggles Avenue; and Tobin Hall and Miley Hall on Webster Street.

ACADEMIC COMPUTER LABORATORIES

The University has three state-of-the-art academic computer labs in O'Hare Academic Center which serve students and faculty. In addition, each lab has a local area network that connects twenty-five to thirty computers. Where appropriate, these local area networks connect to the host for student and faculty use. The laboratories are available to students and faculty seven days a week. The University schedules other workshops, classes, and programs in the laboratories to maximize the use of facilities and ensure availability of resources. Programs are designed for all new students to ensure basic computer skills.

THE LIBRARY

The Library facility provides seating for over 450 people, volume capacity for 230,000 holdings, computer research laboratories, and publishing services.

On-line public access catalog and circulation systems are available to the University community. The Library has made CD-ROM based databases and the expanded Academic Index available to Library users as well as to off-campus users.

The Library provides facilities for students to develop their research skills. It has incorporated state-of-the-art research tools appropriate for a library that supports graduate studies and research needs.

The University Library is a member of the Consortium of Rhode Island Academic and Research Libraries (CRIARL). Use of CRIARL and other lists of serials enables faculty and students to find journals, which may then be requested through interlibrary loan. As a member of Rhode Island Interrelated Library Network (RHILINET), a multitype statewide library consortium for interlibrary cooperation and services, the Library enjoys daily delivery service, provided by the Department of State Library Services, to satisfy patrons' requests. Other materials not held by CRIARL member libraries are available through the OCLC interlibrary loan system to which the University belongs.

The Library is a United States Government Documents Depository Library. The Library selects documents relevant to academic programs and integrates them into the collection by cataloging them according to the Library of Congress classification system.

MARIAN HALL, TOBIN HALL, AND MCAULEY HALL

The Elementary, Secondary, and Special Education faculty members have their offices in Marian Hall. The English department faculty have offices in Tobin Hall. The Graduate Studies faculty offices are on the third floor in McAuley Hall.

SPORTS FACILITIES

On the grounds of the University are located tennis courts, outdoor track, soccer, baseball, football, and softball playing fields. The Athletic Office on Lawrence Avenue is adjacent to the playing fields. The Campus Fitness Center is in Miley Hall on the garden level.

RESIDENTIAL FACILITIES

Residential opportunities are provided by the University. Miley Hall, the largest residential complex, includes the dining hall, a Chaplain's Office, the Academic Development Center, and the Office of Safety and Security. Watts-Sherman and Carey, as well as Founders Hall, Narragansett Hall, Conley Hall, and Ochre Lodge, are mansions and large homes that have been converted into dormitories for university residency. The Ochre Point Residence is the newest one. Several small houses, accommodating from five to twenty students, are also used as university residences.

Housing is limited to space available, and students admitted to the University are not guaranteed housing. Housing is assigned, while space remains, after the University receives a signed residence hall contract and the room contingency fee. Students in residence must also be full-time students. For additional information, see the Residence Hall Handbook.

Students in residence are expected to be committed to creating and enhancing an atmosphere which is suited to study and to participate in the higher educational process. Living in a residence hall is considered a privilege.

NORTH AND SOUTH HALLS

Health Services, Counseling Services, and the Placement Office are located in North and South Hall complex. North Hall and South Hall are conveniently located across from Miley Hall.

WAKEHURST CAMPUS CENTER

Wakehurst Campus Center is located at the center of the campus, next to the Library. The bookstore and mailroom are on the lower level of this building. On the first floor are located the Activities Office, the Bookstore Boutique, the Global Cafe, and the Conference Center Office. Student Services offices are located on the second floor.

UNIVERSITY LIFE AND DEVELOPMENT

The entire University community is committed to developing and maintaining educational opportunities that will support and enhance the mission and objectives of the University and the education for service to others. Administrators, faculty, staff, and students are expected to engage in, actively support, and continually develop academic experiences that will affect the quality of life. University Services, Campus Ministry, and all activities and organizations must, in some concrete way, enhance the educational opportunities at the University, reflecting continually the philosophy of the University. No activity may take place under the sponsorship of the University that is inconsistent with its philosophy.

UNIVERSITY SERVICE AREAS

EDUCATIONAL SUPPORT SERVICES

CAMPUS MINISTRY

Campus Ministry is an apostolate of service to the entire community. It is an essential aspect of university life because it flows from and concerns itself primarily with the very nature of the University—fostering and strengthening a community of faith, proclaiming the Gospel and its values, celebrating the life of the community, calling all its members to a deeper awareness and experience of their responsibilities in service to one another. The Campus Ministry office is located in the Gatehouse.

ACADEMIC ADVISING

The educational service area of Academic Advising offers matriculated students continuous assistance in planning appropriate programs of study. All new students are assigned to faculty advisors upon entering the University. Course selection, long-range educational and career goals, and academic concerns are issues faculty advisors address. The office of Academic Advising is responsible for designing, implementing, maintaining, and evaluating the systems which insure the effective functioning of the Academic Advising process.

THE ACADEMIC DEVELOPMENT CENTER

The staff of the Academic Development Center assists any students having difficulty in mastering their course work. Individual and group tutoring is available in a variety of subject areas at no cost to matriculated students of the University. Student tutors, recommended by their Department Chairs, share their talents with those in need of special assistance. The Center works closely with the Faculty and Academic Advisor to provide immediate support to any student seeking assistance.

Students wishing special accommodations or modifications are responsible for describing their needs. Students should disclose any learning disabilities and provide official documentation as soon as possible.

Students with learning disabilities or exceptional circumstances should be particularly aware of the services that are available to **all** students: Small classes which promote individual communication and assistance. Faculty who may be able to provide individual students with other services on an "as needed" basis. A Center designed to assist, recommend, and guide students experiencing difficulty with general study skills, time management, or specific course content. Auxiliary services including enlarged type for printed tests, quizzes, etc., and tape recording of class lectures with the instructor's permission. Notetakers, oral examinations, and untimed testing can be arranged for those in need. Help in identifying external agencies that may be of assistance.

MUNROE CENTER

The Munroe Center is a restored 1890 stable housing 20th century technology. Located in the Munroe Center are the information systems offices and the University mainframe. The Munroe Center is the nucleus of the information systems for the University. Every major building on the campus has been or will be connected to the host system, IBM 4381, by fiber optic cabling. Fiber optic cabling allows data and voice to be sent via a laser beam over an infinite distance. The internal wiring of all buildings is IBM Type 2 copper cabling transferring data and voice a maximum distance of 3000m via the University Wide Network. The Office of the Vice President for Administration is located in the Munroe Center. The Center is named after the late Martin Munroe, his wife Rita, and their family.

REGISTRAR'S OFFICE

The Registrar's Office maintains the official transcript for each student. Classroom assignments, registration procedures, and course scheduling are also coordinated in this office. In addition, committed to the realization that the entire University community is best prepared to conduct planned change and develop projections for the future through research methodology and scientific analysis, the Registrar's Office generates statistical data in accordance with the needs of the institution.

ACTIVITIES OFFICE

The Activities Office seeks to contribute to the total educational experience of students by providing meaningful social and cultural activities to the entire community. Realizing that the theoretical environment of the classroom can be complemented with practical experiences, this office develops educational opportunities to identify, to develop, and to create activities for entertainment, learning, and socializing.

COUNSELING SERVICES

The Counseling Office offers all Salve Regina students help with personal problems. The services include short-term counseling, crisis intervention, and community referral. The counseling provided is intended to assist individuals in removing the temporary barriers which occasionally arise in their lives. It is not intended to be long-term. Individuals requiring long-term treatment are assisted in making the necessary arrangements outside the University community.

HEALTH SERVICES

University Health Services provides assistance to those needing temporary and short-term health care. In cooperation with community agencies, referrals are made and students are offered opportunities to seek full professional care. Advice regarding minor health issues, maintenance of proper health care patterns, and available community resources are available. All students must have a completed University Health Form on file in University Health Services. Services of physicians and nurse practitioners are available.

PLACEMENT OFFICE

The staff in the Placement Office is concerned with student development through career planning for occupational and graduate school opportunities. Students are assisted in exploring possible careers, in writing resumes, and in assembling a credentials folder. Other services include individual counseling, a recruitment program which brings outside employers to the campus, and a library of graduate school catalogs, reference books, and occupational information.

The Placement Office is also responsible for the administration of the work-study program through which arrangements are made for students to obtain part-time and summer employment on campus or in local agencies.

FINANCIAL AID OFFICE

The staff in the Financial Aid Office provides information to students regarding financial aid and assists them in the application process. All financial aid records are maintained by this office in compliance with government and University regulations.

Students are expected to meet deadlines, comply with regulations, and submit complete applications. (See section on Financial Aid.)

HOUSING OFFICE

The Housing Office, located in Wakehurst, is responsible for rental and property management of a number of apartments or houses leased by the University from private owners. The properties house students eligible for the House/Apartment Residence Program. Students can apply to participate in this program and are assigned to apartments by the University.

The Housing Office also serves as a resource center offering a rental listing service to students, staff, and faculty.

RESIDENCE PROGRAMS

The University has an interest in providing housing for those students needing a convenient place to live and who are willing to create, by their actions, an atmosphere conducive to study. Students in residence must be attending classes on a full-time basis and are responsible for knowing the University policies, procedures, and guidelines relating to residency as published in the Residence Hall Handbook and in other official publications.

VETERANS' SERVICES

The University is approved for Veterans' training and education and has established an Office of Veterans' Services. The purpose of this office is to assist veterans with their integration into the educational process.

INTERCOLLEGIATE ATHLETICS/CLUB AND INTRAMURAL SPORTS

The University offers an extensive variety of programs on the intercollegiate, club, and intramural levels for both men and women. The intramural program is geared to the student's interest in team and individual sports on all levels of performance. These programs include flag football, field hockey, soccer, volleyball, basketball, softball, racquetball, and road races. Programs and events are introduced to meet popular interests as they develop. Salve Regina University is a member of the NCAA Division III and offers Varsity Athletic programs for men and women in Basketball, Cross-Country, Golf, Indoor/Outdoor Track and Field, Soccer, and Tennis. Men's Baseball, Football, and Ice Hockey as well as Women's Field Hockey and Softball are also sponsored.

In addition, the University offers students the opportunity to participate at an organized competitive level in the Equestrian, Sailing, and Rugby clubs.

UNIVERSITY AUXILIARY SERVICES

BOOKSTORE

The University Bookstore provides a convenient place for students to obtain textbooks, class supplies, gifts, and personal articles. It is located in the Wakehurst Campus Center.

BUSINESS OFFICE

The Business Office maintains the university record of the financial transactions relating to individual students. The University reserves the right to place a hold on a student's record, grade, registration, and/or attendance at class or final examinations because of any unpaid financial obligations to the University.

FOOD SERVICES

All resident students are provided food services as part of the regular room and board agreement. Commuting students are also welcome to use the cafeteria services on a per meal, weekly, or monthly basis by making direct arrangements with the cafeteria management.

PUBLISHING DEPARTMENT

The library facilitates a publishing production center for faculty, staff, and students. The publishing center offers IBM/Mac desktop publishing services and houses the main copy center and general office for the University.

SAFETY AND SECURITY

Campus safety is considered a community effort. Each member of the community provides the first line of defense by following good safety and security practices. The in-house residence staff enhances student efforts by providing in-dorm coverage and assistance. The Safety and Security staff augments the community's efforts by providing 24-hour presence as well as on-call emergency and routine assistance. The Safety and Security Office is responsible for issuing all ID cards and parking permits. The Safety and Security Office operates the campus shuttle service from the onset of darkness until midnight each day the students are on campus.

UNIVERSITY ORGANIZATIONS

All organizations, activities, and events must be consistent with the philosophy of the University. The University reserves the right to the final clarification of this philosophy as it applies to any organization, speaker, or event that claims sponsorship directly or indirectly. The utilization of grounds, facilities, or resources falls within this jurisdiction. Other aspects include claims of sponsorship by support, design, or invitation of any segment, organization, group, or individual of the University.

STUDENT SENATES

The University assumes that students meeting the stated expectations of the University are capable and interested in participating in the education process through student senates. There are three formal structures for this involvement: the Student Life Senate, the Student Academic Senate, and the Student Housing Senate.

STUDENT ACADEMIC SENATE

The purpose of the Student Academic Senate is to provide a student structure within the University community specifically interested in the academic interests of students. Concerned with promoting academic development and dedicated to the preservation and support of sound academic pursuits, the Student Academic Senate is the officially recognized student structure for the communication of the academic interest, concern, and needs of the student. Each senator works closely with a department chair.

STUDENT HOUSING SENATE

The Student Housing Senate is a system of student participation within the residence program that operates under the direction of the Residential Life Director. The Senate consists of an Executive Board and House Senators who are elected members from residences. The Senate works with the Residential Life Director, the Residential Life Staff, and resident students to encourage and maintain a residence atmosphere conducive to the building of community living and the achievement of the residents' academic, social, and spiritual goals.

STUDENT LIFE SENATE

The purpose of the Student Life Senate is to provide a student structure within the University specifically concerned with the social and cultural life of students. The Student Life Senate strives to develop and coordinate programs and events that will represent the needs and interests of the various constituencies of the University community. It is advisory to the Dean of Students.

DEPARTMENT ORGANIZATIONS

ACCOUNTING CLUB

The Accounting Club has been formed to enhance the student's preparation for careers in the field of Accounting. Activities include opportunities for both professional and social development through various workshops, panel discussions, invited speakers, and researching of relevant career information by members.

ADMINISTRATION OF JUSTICE CLUB

The Administration of Justice Club has been formed to enhance the sense of community between the pre-service and in-service law enforcement students. The student explores career opportunities and seeks ways to assist the University and civic community with matters concerning the criminal justice profession.

ARTISTS' GUILD

The Artists' Guild enables students to pursue their interest in the field of art through displays, shows, and activities.

ASSOCIATION FOR COMPUTER MACHINERY

The purpose of the ACM is the advancement of the sciences and arts of information processing, promotion of the free interchange of information about the art of information processing, and the development and maintenance of the integrity and competence of individuals engaged in the practice of the sciences and arts of information processing.

COUNCIL FOR EXCEPTIONAL CHILDREN

The Council for Exceptional Children gives students an opportunity to study on an individual basis the physical, psychological, and emotional needs of exceptional children within an educational setting. This organization provides service to the community through a variety of projects sponsored by the students.

ECONOMICS AND FINANCE CLUB

The club is concerned with the expansion of a more practical understanding of Economics and Finance through guest speakers and outside visits. It is our hope that the members become more at ease with the material they learn in classes and will develop an extracurricular interest in the subjects.

FRENCH CLUB

Circle Francais and the Alliance Francaise are clubs sponsored by the French Department for all those interested in the French language, customs, and traditions. Interested members plan and conduct events based on French customs and traditions. The French Club membership is extended to members of the larger civic community who possess an interest in this field. Membership thus affords the students opportunities to develop academic awareness, increase language skills, and engage in educational programs designed in conjunction with other students and a wide variety of professionals.

ITALIAN CLUB

The Italian Club offers students the opportunity to learn more about the Italian culture. The club also offers cultural and social events that everyone can enjoy. The club welcomes all students.

LEARNING UNLIMITED

Learning Unlimited is a program that was developed for Salve Regina University students for volunteer teaching with special needs populations. Salve Regina University students may choose to participate as a teacher with the option to register for a one-credit class or to serve as a volunteer without earning academic credit for a personally enriching experience.

MANAGEMENT CLUB

The Management Club has been formed to enhance the student's preparation for careers in the field of Management. Activities include opportunities for both professional and social development through various workshops, panel discussions, invited speakers, and researching of relevant career information by members.

MED TECH CLUB

By uniting students and faculty who demonstrate an interest in the field of Medical Technology, the Med Tech Club becomes a welcome break in a rigorous academic routine. The club, formed in 1980, sponsors events and activities with enjoyable learning and social experience.

ORPHEUS SOCIETY

Orpheus is the name given to the student organization which assists the choral music program at Salve Regina University. The name is taken from the Greek god of music. The Choruses perform an extensive series of concerts throughout the year as well as participate in many University functions. Some groups go on tour.

SPANISH CLUB

The Spanish Club offers cultural and social events that enable the students to practice the language with Spanish-speaking people from Spain and Hispanoamerica.

STUDENT NURSE ORGANIZATION

This organization offers nursing students opportunities that stimulate professional growth. Through volunteer health-care programs, the members contribute to both the civic and the university communities. The organization works closely with the University Health Services, particularly in helping with the University Blood Drives and, at the same time, maintains close association with the Nursing Department.

THE UNIVERSITY THEATRE COMPANY

The University Theatre Company is responsible for all main stage productions as well as laboratory workshops in theatre. Students actively involved in this organization fully participate in all aspects of the University theatre program.

HONOR SOCIETIES

The University recognizes that individual students, while participating in the higher educational process, excel in a variety of ways. To recognize this excellence the University encourages and supports Honor Societies to which students are elected because of their outstanding accomplishments.

DELTA EPSILON SIGMA

Delta Epsilon Sigma is a national scholastic honor society whose purpose is the recognition and encouragement of high scholarship among students and graduates of Roman Catholic liberal arts colleges and universities. The specific aim of the society is to create and sustain an intellectual and cultural milieu on campus and in life wherein each individual may realize the intellectual potential that is his or hers, and to contribute to Christian culture.

LAMBDA TAU

The National Medical Technology Honor Society, Lambda Tau, recognizes students who demonstrate outstanding scholarship, integrity, service, and commitment to Medical Technology. The Salve Regina University Chapter of this Honor Society is Beta Xi.

PI DELTA PHI

The National French Honor Society, Pi Delta Phi, recognizes students who demonstrate outstanding scholarship, awareness and understanding of French culture, and eagerness to stimulate activities leading to a deeper appreciation of French culture.

PSI EPSILON DELTA

The National Honor Society, Psi Epsilon Delta, recognizes students who demonstrate excellence in the study of Psychology. The society seeks to encourage students to actively pursue their interests in Psychology and provides additional support and guidance for students pursuing a career in Psychology.

SIGMA DELTA PI

The National Spanish Honor Society, Sigma Delta Pi, recognizes students who excel in their understanding and appreciation of Spanish culture and language. Salve Regina founded the first chapter in the state of Rhode Island in 1965.

SIGMA PHI SIGMA

The Salve Regina University Honor Society is the National Honor Society, Sigma Phi Sigma, which recognizes students who have demonstrated outstanding scholarship as well as fidelity and service to the University.

THETA ALPHA KAPPA

Theta Alpha Kappa is the National Honor Society for Religious Studies. The Society seeks to encourage student interest and scholarship in the discipline of Religious Studies.

VERITAS—THE HONOR SOCIETY OF PHILOSOPHICAL INQUIRY

Veritas is an Honor Society for students who wish to participate in inquiries, debate, and forum related to philosophical ideas.

UNIVERSITY PUBLICATIONS

UNIVERSITY CATALOG

The Salve Regina University Undergraduate Catalog is published once every two years. Intended primarily for use by both prospective and current students, the catalog contains general information about the educational process, course offerings, and environment of the University. It is not intended to be used in isolation from other more specific administrative and departmental publications and statements that are issued from time to time to the University community. Students are expected to assume responsibility for obtaining current information as it becomes available.

REPORT FROM NEWPORT

REPORT FROM NEWPORT is a newsletter published every two months by the Office of Public Information. The publication offers news of University events and news relating to students, faculty, staff, and alumni. REPORT FROM NEWPORT is distributed to the entire Salve Regina constituency, including students, alumni, parents, faculty, staff, and supporters of the University.

WHAT'S GOING ON?

WHAT'S GOING ON is prepared by the Activities Office and is published every two weeks during the academic year. WHAT'S GOING ON contains news about upcoming campus events and items of general interest. Its purpose is to keep the University community informed about events and activities offered by various departments. This publication includes news about sports, dances, trips, social events, concerts, plays, musicals, lectures, and other special events sponsored by student clubs, organizations, and senates.

SCHEDULE OF CLASSES

Each semester a schedule of classes is published which contains information about course offerings, schedules, and fees. New booklets are prepared prior to each registration term and the Summer Sessions to update the University catalog and departmental handbooks.

HANDBOOKS

Several administrative and academic departments distribute handbooks that outline material about the specific policies and procedures within their area. Students and staff are expected to become familiar with those publications related to general campus life and their particular situation. Handbooks are intended to supplement the University catalog and are not to be read in isolation from other University publications.

ACADEMIC ADVISING HANDBOOK

The Academic Advising Handbook is published to provide students with a guide which will serve as a reference manual to be used during the course of their affiliation with the University. A recommended four-year plan of study for each major is provided along with admission-retention requirements for each department. The handbook is given to students during their freshman year and corresponds with the requirements they will need to graduate in their chosen major. The University reserves the right to make changes to the proposed plans when it is in the best interests of the department and the University.

RESIDENCE HALL HANDBOOK

The Residence Hall Handbook, published under the direction of the Director of Residential Life, contains essential information regarding residence hall opportunities, policies, and procedures. Resident students are responsible for knowing the contents.

STUDENT INFORMATION HANDBOOK

The Student Information Handbook, published under the direction of the Dean of Students, contains essential information regarding educational opportunities, policies, and procedures directly related to students. Students are expected to be familiar with its contents.

FACULTY MANUAL

The Faculty Manual is a compilation of policies, procedures, and information relating specifically to faculty. It is frequently updated by means of notices to all faculty.

STAFF MANUAL

The University Staff Manual is a compilation of policies, procedures, and information relating directly to the University staff. It is often updated by means of official memoranda. Staff are expected to acquaint themselves with the contents.

BULLETIN BOARDS

Bulletin boards are placed in strategic positions throughout the campus. Students are responsible for the contents of official notices posted on the designated boards. Students must request permission from the Activities Office to display advertisements, notices, posters, and other materials. Outside agencies or groups must obtain permission to post notices from the Vice President for Administration.

ADMISSIONS

Candidates for admission to the University are selected by a Committee on Admission. The qualifications of each applicant are evaluated by this committee so that students who give evidence of academic ability, intellectual curiosity, strength of character, motivation, and promise for personal growth and development are selected without regard to age, race, sex, creed, national or ethnic origin, or handicap. Requests for financial aid do not affect decisions on admission. Students are accepted into the University by the Committee on Admission and must later seek acceptance to a department.

The University utilizes a rolling admissions policy, which allows for applications to be filed throughout the year. Resident spaces are allotted on a first-come, first-serve basis, and residence halls are normally filled to capacity by April 1. Students seeking University housing are advised to complete the application process by March 1, in order to allow sufficient time for the decision-making and commitment processes to be completed.

RE-ADMISSION

All applicants for re-admission must apply to the Dean of Admissions for consideration. Students who have been withdrawn from the University and wish to re-apply are considered as regular transfer applicants and are subject to procedures designed for transfer acceptances as well as any new department guidelines. Academically dismissed students who re-apply must provide evidence of having successfully completed (with C or better) at least twelve (12) credits at another college during an interim period of at least one academic year since the time of their dismissal.

ADMISSION FROM SECONDARY SCHOOL

Although secondary school preparation varies, 16 units are strongly recommended:

	Units
English	4
History	1
Foreign Language	2
Mathematics (<i>algebra, geometry, and one other</i>)	3
Laboratory Science	2
<i>(prospective nursing and medical technology students should have chemistry and biology)</i>	
Electives	4
<i>(not more than two courses in vocational subjects)</i>	

Note: Students who have not completed the recommended units may have to complete additional course work.

ADMISSION OF TRANSFER STUDENTS

Transfer students should follow the procedure for regular application to the University. Candidates accepted with transfer credits are classified as freshman, sophomore, junior, or senior according to the number of credits accepted in transfer. Transcripts from high school, from all previous colleges, and from the college in which the student is currently enrolled must be forwarded to the Admissions Office. Records of any other work as an expected source of transfer credit must be submitted in support of the application. Transfer credits granted on enrollment will be sent after an evaluation by the Registrar. The University does not accept credit for course work that duplicates another course for which credit is accepted, or for course work with a grade lower than C.

The student must meet the major and minor admission/retention departmental requirements and general university requirements. Transfer students must complete a minimum of thirty-six (36) credits at the University as well as other requirements necessary to earn a bachelor's or associate degree.

SPECIAL ENTRY PROGRAM

Recognizing that the older returning student may have particular concerns and needs which differ somewhat from those of the traditional college student, the University has designed a program to lead such students toward the realization of their educational goals. To this end, a Special Entry Counselor is charged with the responsibility to work with persons who are among the growing number of older students returning for undergraduate study. Assistance is provided in making the transition into the academic mainstream. The Special Entry Counselor is available by appointment through the Office of Admissions and should be sought at the initial stage of entry.

ADMISSION OF REGISTERED NURSES

Registered Nurses follow the procedure for regular application to the University. They are admitted as transfer students, receiving transfer credits as indicated under the policies for transfer students. The Coordinator/Academic Advisor for R.N. students is available for guidance and assistance before, during, and following the admission process. After acceptance and matriculation, the R.N. applies for candidacy and full status in the Department of Nursing, in accordance with the department's requirements for all students pursuing the B.S. degree with a major in Nursing. The natural science courses and sophomore- and junior-level courses in the Nursing major may be credited through the challenge examination procedure.

SPECIAL STUDENTS

Students who have previously completed a baccalaureate degree program may apply to be accepted into the undergraduate degree program at the University. They are classified as Special Students and must, therefore, complete requirements of their major field of concentration, prerequisites to such course work, and the general education requirement in religious studies. As with all transfer students, a minimum of thirty-six credits in course work at the University must be completed.

APPLICATION PROCEDURES

Applications for admission may be obtained by writing to the Admissions Office. Candidates for admission to the University must furnish evidence of completion or anticipated completion of a level of education equivalent to four years of high school. All candidates must furnish the following unless a waiver is obtained from the Dean of Admissions:

1. A completed application with the non-refundable fee of \$25.00.
2. An official transcript of high school work and rank in class.
3. Results of College Board Scholastic Aptitude Test (SAT).
4. Two letters of recommendation (one must be a character reference).

INTERVIEW

Interviews are not required but are **strongly recommended**. If an interview is desired, an appointment should be made two weeks in advance. Every student applicant is encouraged to visit the campus during the application process.

ORIENTATION

All students must attend an orientation program scheduled by the University.

EARLY ADMISSION

Students of superior ability who have completed the requirements for a high school diploma may be accepted upon completion of their junior year.

EARLY DECISION

The University will take early action on the application of any candidate who has established a superior academic record, who has achieved above average scores on the college board examinations, and who has been recommended by the secondary school. College Entrance Examinations should be taken prior to the completion of the junior year. The Early Decision candidate should file an application before November 1. Notification of acceptance under this plan will be sent by December 15.

STUDENT FINANCIAL INFORMATION

The University is genuinely concerned that the cost of higher education is a serious financial burden for many students and their families. The Financial Aid Office works with students and their families to assist them in resolving this problem. The University, within the limits of its resources, has attempted to establish a program of financial aid designed so that qualified students interested in attending the University may be able to do so.

The University does, however, subscribe to the principle that the primary responsibility for the financing of postsecondary education rests with the students and their families. Financial assistance from other sources is intended to supplement these efforts. The University willingly becomes a partner in these efforts when the family and/or the student alone are unable to meet the burden. Toward this commitment, the University annually commits funds to aid students.

The following scholarships are awarded annually:

Citizens Charitable Foundation awards are made each year from the Citizens Savings Bank/Citizens Trust Company. Priority must be given to full-time children of Citizens Bank employees. If this criterion cannot be met, any permanent Rhode Island resident, preferably a minority student or a student majoring in Accounting or Economics, who demonstrates need is eligible.

John Clarke Trust provides an annual award for two full-time students who demonstrate need and who are pursuing a Bachelor of Science degree in Nursing.

McKillop Scholarship Fund provides scholarship assistance to full-time students who demonstrate need.

Mercy Scholarship Fund, established by the Sisters of Mercy, provides scholarship assistance to students who demonstrate need.

Captain Louis Gallucci Scholarship, established by the Rhode Island Brotherhood of Correctional Officers, is awarded annually to a full-time student who demonstrates need and is pursuing a Bachelor of Arts degree in Administration of Justice.

Fred M. Roddy Foundation Scholarship awards are given to full-time students who demonstrate need and who are pursuing a Bachelor of Science degree in Nursing.

The Salve Regina University Scholarships are awarded by the President at the Honors and Awards Ceremony. They are full tuition scholarships for the next academic year. One is awarded to the Sophomore who has earned a minimum of 48 credits and who has the highest cumulative grade point average at the time of the Honors and Awards Ceremony. One is awarded to the Junior who has earned a minimum of 80 credits and who has the highest cumulative grade-point average at the time of the Honors and Awards Ceremony.

Florence F. and Mary L. Sullivan Scholarships are awarded to full-time female students who are Newport County residents, who are graduates of Rogers High School, and who demonstrate need.

Robert R. Young Scholarship Fund provides scholarships named in honor of Robert R. Young and Anita O'Keefe Young. Young scholarships are awarded to full-time students who demonstrate need.

The following scholarship funds also provide scholarship assistance to students who demonstrate need: McCormick, Goelet, and Eugene Farrell. Hearst Scholarship Fund provides scholarship assistance to minority students.

The Providence Journal Charitable Foundation awards are made annually from the Providence Journal Company. First preference must be given to children of Journal Company employees and its subsidiaries.

Further, beyond direct financial aid to students, the resources of the University in reality subsidize the education of all students. Tuition charges represent only part of the direct education cost for a student. This assistance is made possible through the generosity of alumni and friends.

Financial Aid at Salve Regina is awarded on the basis of need. In order to determine this need, the Financial Aid Office utilizes the Financial Aid Form from the College Scholarship Service Needs analysis system. This analysis determines the total resources, including an expected parental contribution for dependent students, potentially available to defray the cost of the student's education. This amount is then subtracted from the University student's expense budget in order to determine the student's financial need. The student's expense budget allows for non-direct expenses, books and supplies, travel and personal expenses, as well as direct educational expenses, tuition and fees, room and board. The student's financial need is then used as a basis for determining the financial aid award package.

STUDENT ELIGIBILITY

In order to be eligible for financial aid an applicant must

1. Be a United States Citizen or eligible non-citizen.
2. Formally apply and be accepted by the University.
3. Maintain good academic standing and progress toward the degree.
4. Enroll in courses during the period for which the application for aid is being made.
5. Sign a statement indicating selective service status and sign an anti-drug abuse act certification.
6. Submit a complete financial aid application and supporting documentation to the Financial Aid Office by published deadlines.

TUITION AND FEES

Tuition and fees are announced during the spring semester prior to the beginning of the academic year for which they apply. The University reserves the right to change tuition or any of the general or specific fees. All charges are payable in advance, and no registration is complete until full financial obligations are met by the students.

An appeals process exists for students or parents who feel that individual circumstances warrant an exception from published policy regarding charges or refunds. Such requests for reconsideration should be made in writing to the Chief Finance Officer.

Tuition and Room and Board expenses are published each semester in the Fall and Spring Schedule of Classes booklet. This booklet can be obtained through the Registrar's Office.

FEES

REGISTRATION PROCESSING FEE

All part-time students are assessed a Registration Processing Fee. For those registering as full-time students, this fee is included in tuition charges.

CHANGE OF REGISTRATION FEE

Each course added to or dropped from a previous registration will accrue a fee. Exception will be made only when a student has been notified of the closure or cancellation of a course in which he/she is registered.

CREDIT BY EXAMINATION FEE: PER COURSE

Students who earned credit for a course by successfully passing a departmental examination are required to register for the course and pay the established fee.

ART FEES

Art fees are listed for specific courses in the Schedule of Classes Booklet, which is published in the Spring and Fall. **NOTE:** Art fees are not refundable after the first session of the course.

SCIENCE FEES

Science courses with a laboratory generally have a lab fee for consumable supplies and maintenance costs. **NOTE:** Laboratory fees are not refundable after the first session of the class (lecture or laboratory).

COMPUTER SCIENCE/INFORMATION SYSTEMS SCIENCE FEES

If appropriate, a fee is charged for specific courses in these areas. Check the registration schedule.

NURSING FEES

Nursing courses, because of their instructional support, also require fees.

LAB FEES

If appropriate, a fee is charged for specific courses in which a lab is associated. Check the registration schedule.

PHYSICAL EDUCATION FEES

Physical Education fees are listed for specific courses in the registration schedules. **NOTE:** Physical Education fees are not refundable after the first session of the course.

SPECIAL FEES

APPLICATION FEE

This fee is assessed of everyone applying to the University in order to assist in defraying the costs of processing the applications.

COMMITMENT FEE

Payable upon acceptance to the University and non-refundable. This fee is assessed to assist in defraying the cost of entry processing of a student. The cost relates to services required for such areas as admission counseling, academic advising, program selections, and initial registration.

ROOM CONTINGENCY FEE

The room contingency fee is required of all resident students prior to the reservation of living accommodations for an academic year. A commitment for housing must be for the full academic year. During the second semester of any academic year, one-half will be applied to the room and board charge for that semester. The balance of the fee will serve as a deposit against damages or fines incurred by the student at any time during residency. For loss of a key, either to a residence hall or a student room, the student will be charged a fee per key. If a student withdraws from residency at the end of any academic year or graduates and no charges have been incurred, the fee will be refunded. If a student withdraws before the end of the contract, the room contingency fee will be forfeited.

ORIENTATION FEE

This fee is due with the Orientation Registration Forms and defrays cost of room, board, and expenses for the required orientation of all new students.

GRADUATION FEES

This fee is assessed to assist in defraying the costs of graduation, such as file for degree processing, certification for graduation, diplomas, receptions, invitations, and mailing costs. **NOTE:** Cap, Gown, and Tassels are ordered through the University Bookstore.

TRANSCRIPT FEE

Requests for transcripts to be sent within the University for purposes of academic advising or departmental admission are processed without charge to the student. All other requests will be processed at a charge of \$3.00 per transcript.

LATE FEES

Late fees will be assessed for balances not paid on time. The fee will vary depending on how late the balance is paid.

NSF FEES

The University will charge a student's account for each check returned for insufficient funds.

COLLECTION AGENCY FEES

The student/parent will be responsible for any costs the University incurs associated with the collection of a student's overdue account.

LATE REGISTRATION FEES

A fee will be assessed to students who register for courses after the end of the drop/add period.

REFUNDS

WITHDRAWAL FROM THE UNIVERSITY

A student who withdraws from a course or from the University during or at the end of the semester, or plans a leave of absence must obtain an official withdrawal form from the Office of Academic Advising. The I.D. Card must accompany the withdrawal. The completion of the withdrawal process permits the student to apply for refunds and transcripts, provided all financial obligations are cleared. Tuition refunds are determined from the opening days of university class offerings to the date shown on the withdrawal form. Students are entitled to tuition refunds as follows:

100% before classes begin

80% before the second week of the semester

60% before the third week of the semester.

Thereafter, there is no tuition refund.

Specific dates are set each semester to coincide with these guidelines. Students should check the registration booklet for these dates. The University offers applications for a Tuition Refund Insurance Plan which guarantees a tuition and room and board refund in cases of physical (100% reimbursement) and mental illness (60% reimbursement) at any time during the semester. This plan is independent of the University. Applications are mailed to all full-time students.

WITHDRAWAL FROM RESIDENCE HALLS

Students who withdraw from the residence hall prior to the fulfilling of the room contract are not entitled to a refund for room charges or to a refund of the room contingency fee. They may apply for a board refund. This refund is determined on the pro-rata basis from the day the residences open to date of withdrawal. **NOTE:** Students sign a room contract for a two-semester academic year and are responsible for the two-semester charges.





Academic Programs

Academic Policies

Academic Procedures

ACADEMIC PROGRAMS

THE CURRICULUM

As stated in the previous section entitled, Mission and Objectives, the University continually works at establishing a curriculum that will help the students to cultivate their intellects, to ripen their capacities for right judgments, to deepen their knowledge and understanding of their cultural heritage, to develop further their sense of what is good, to prepare for specific professional goals, to prepare themselves for family, professional, and civic life, and to integrate the whole of the educational pattern within a permeating knowledge of God and the relation of all things to Him.

The opportunities to accomplish these aims are provided through academic courses which are grouped into general education requirements, departmental requirements, and elective options.

The General Education component of the curriculum, which is required of all students, amounts to approximately forty percent of the total credits needed for graduation. Departmental requirements and elective options make up the remaining sixty percent. Students are advised to utilize their choice of courses in order to complete a major, develop a second major or minor, or to explore other subjects of interest.

DEGREES AND PROGRAMS

An academic program is a systematic arrangement of courses, providing opportunities for growth through study in various academic disciplines. A degree is the title bestowed as official recognition for the completion of such a program.

Faculty and staff work with individual students to develop a program of study that will sharpen the student's intellect and help define educational and professional goals. Classes are small, and the teachers are available to speak with students about their academic plans, their interests, and their career objectives.

DEGREES

The University confers the following undergraduate degrees:

Associate of Arts (A.A.)

Associate of Science (A.S.)

Bachelor of Arts (B.A.)

Bachelor of Science (B.S.)

Bachelor of Arts and Science (B.A.S.)

Bachelor of General Studies (B.G.S.)

UNDERGRADUATE PROGRAMS

Associate of Arts

Administration of Justice
General Studies

Bachelor of Arts

Administration of Justice
Anthropology
Art
Biology
Chemistry
English
French
History
Mathematics
Music
Philosophy
Politics
Psychology
Religious Studies
Sociology
Spanish
Theatre

Associate of Science

Management
Nursing

Bachelor of Science

Accounting
Chemistry
Economics
Elementary Education
Information Systems Science
Management
Medical Technology
Mathematics
Nursing
Social Work
Secondary Education
Special Education

Bachelor of Arts & Science

Bachelor of General Studies

The University confers the following graduate degrees and certificate:

Master of Arts (M.A.) (5 areas)

Master of Business Administration (M.B.A.) (2 areas)

Master of Education is offered for Certified Teachers (M.Ed.)

Master of Science (6 areas) (M.S.)

Certificate of Advanced Graduate Study (C.A.G.S.)

The University is developing a Doctoral Degree.

FIVE-YEAR PROGRAMS

The University's five-year programs offer students the opportunity to complete both a Bachelor's and Master's degree within five academic years. Students pursuing undergraduate programs in Economics, Politics, or History may accelerate their program of studies and earn both the Bachelor of Arts degree and a Master of Arts degree in International Relations. A five-year program leading to the Bachelor of Arts and Master of Science in the Administration of Justice is available. The study of Health Services Administration can be further pursued after the baccalaureate level by completing a Master of Science in Health Services Administration. A five-year program in Accounting is offered. A Bachelor's degree in Biology can be followed with a Master of Science in Biomedical Technology and Management. Additional programs leading to a Master of Arts in Human Resource Management or a Master of Business Administration are also available.

STUDY ABROAD PROGRAMS

To further advance its General Education goals "to increase global awareness..." Salve Regina University has developed several programs for study outside the United States. A European Studies program, which helps students understand and relate to economic and political issues of contemporary Western Europe, is based in Dublin, Ireland. This program includes trips to the Continent. The University offers a Kenyan Studies Program at intervals determined by students' interest and international political realities. In addition, the University is affiliated with other institutions offering programs of study in Europe. Students may also seek out specific opportunities to study areas of individual interest at colleges and universities in other countries, or they may pursue opportunities offered by other accredited American institutions to study abroad. Along with one-semester programs, the University also encourages full-year programs and summer study abroad. Students wishing to avail themselves of any of these opportunities must first complete an application at the Study Abroad Office in order to insure proper coordination between the student, the academic department, and the various offices at the colleges/universities responsible for the student's academic program.

DEGREE REQUIREMENTS

A student in good academic standing, eligible to receive a degree at the end of the academic year, must file for degree in the Registrar's Office no later than January. Undergraduate students who will complete their degree requirements during the summer and who have no more than six credits to earn by the end of the spring semester may file for degree with those eligible to graduate in May of the same year. All credits to be applied toward the degree must be completed by September of the year in which the degree is awarded. Failure to complete all pending requirements in the allotted time will necessitate that the student refile for a degree to be awarded in the subsequent year.

ASSOCIATE OF ARTS OR ASSOCIATE OF SCIENCE

The total minimum requirement for graduation with an Associate degree is 64 semester hours. A minimum of 36 semester hours, exclusive of examinations (NLN, CLEP, Challenge, etc.), must be taken in course work at the University. **NOTE:** Departmental requirements may require course work in the concentration that will exceed this number.

BACHELOR OF ARTS OR BACHELOR OF SCIENCE

The total minimum requirement for graduation with a Bachelor's degree is 128 semester hours. A minimum of 36 semester hours, exclusive of examinations (NLN, CLEP, Challenge, etc.), must be taken in course work at the University. **NOTE:** Departmental requirements may require course work in the concentration that will exceed this number.

BACHELOR OF ARTS AND SCIENCE

The total minimum requirement for graduation with a Bachelor of Arts and Science degree is 128 semester hours. A minimum of 36 semester hours, exclusive of examinations (NLN, CLEP, Challenge, etc.), must be taken in course work at the University. **NOTE:** Departmental requirements may require course work in the concentration which will exceed this number. In addition, the student must satisfy specific course and credit requirements of two major areas of concentration (one of a B.A. program, one of a B.S. program). Any additional courses required within both curriculum programs represented by each major field of concentration must be satisfied.

BACHELOR OF GENERAL STUDIES

The total minimum requirement for graduation with a Baccalaureate degree is 128 semester hours. A minimum of 36 semester hours, exclusive of examinations (NLN, CLEP, Challenge, etc), must be taken in course work at the University. A student seeking a Bachelor of General Studies degree must complete a concentration of a minimum of eighteen (18) semester hours in a subject area and have the recommendation of a Department Chair or an Academic Advisor and a faculty member. A student may not apply for the Bachelor of General Studies degree program prior to his/her senior year.

POLICY REGARDING SIMULTANEOUS PURSUIT OF TWO BACCALAUREATE DEGREES

The total minimum requirement for graduation with two baccalaureate degrees is 160 semester hours. A minimum of 72 semester hours, exclusive of examinations, must be taken at the University. **NOTE:** Departmental requirements may require course work in the concentration that will exceed this number. In addition to satisfying specific course and general education requirements for each degree, the student must present for the second degree at least 32 semester hours in addition to those presented for the first degree, thereby having earned the equivalent of five years of university work.

QUALIFICATIONS FOR GRADUATION

Students must meet the following requirements to qualify for graduation:

1. Complete all procedures for the declaration of intent to pursue acceptance/retention within a specific department(s). (See Declaration of Major-Minor in the Academic Advising Handbook.)
2. Gain formal acceptance within the departments of their major/minor at least one full calendar year prior to the expected date of graduation. Usually this should be completed by the end of the sophomore year.
3. Complete all departmental and general education requirements (see below) to the satisfaction of the Registrar.
4. Evidence competency in English prior to the sophomore year. (See General Education Requirements.)
5. Be in good academic standing.
6. Earn at least the minimum number of total semester hours for the prospective degree.
7. Satisfy the requirement for minimum credits to be earned through course work at Salve Regina University.

GENERAL EDUCATION REQUIREMENTS FOR THE BACCALAUREATE DEGREE

Through the general education requirements, the University provides students with learning opportunities intended to encourage personal growth and social responsibility. The goals of the general education requirements are: to address the religious and moral dimensions of human experience and action, to expand upon different ways of thinking, to understand concepts of numerical data and abstract patterns, to increase the student's ability to understand biological, chemical, and physical environments, to cultivate aesthetic sensibilities, to investigate contemporary issues through integrated learning, to utilize skills of various research methods, to increase the awareness of global interdependence, and to enhance knowledge of Eastern and Western cultural traditions. Finally, the curriculum encourages a healthy life style and fosters responsible citizenship.

Approximately forty percent (40%) of the course work that leads to the degree has been designated as "required" by the University. These requirements are referred to as the general education requirements for all students and should normally be completed by the end of the sophomore year. They are as follows:

VISUAL AND PERFORMING ARTS: (3 CREDITS)

All students are required to earn a total of three (3) credits in any combination of at least two of these three areas: Art, Music, and Theatre.

ECONOMICS OR GEOGRAPHY: (3 CREDITS)

All students are required to earn three (3) credits in either Economics or Geography. Students should check their academic major area of interest to determine if a specific economics or geography course is required.

ENGLISH: (3 - 6 CREDITS)

All students are required to demonstrate competency in English. Students must complete both ENG 101 and 102 with a grade of at least "C", or Honors English, ENG 201, with a grade of at least "C", to demonstrate competency in English.

HISTORY OR POLITICS: (3 CREDITS)

All students are required to earn three (3) credits in either History or Politics. (Students should check their academic major area of interest to determine if a specific history or politics course is required).

MATHEMATICS: (3 CREDITS)

All students are required to satisfactorily complete one math course at or above MTH 191, Applied Calculus I.

MODERN FOREIGN LANGUAGE: (6 CREDITS)

All students are required to earn six (6) credits in the same foreign language. Courses at the Elementary and Intermediate level must be taken in sequential order.

A student who is foreign-born and whose native language is other than English may be exempted from the foreign language requirement by proving proficiency in English (see English Department rules on this matter). If the exemption is granted, no credit will be given for the foreign language experience.

LOGIC: (3 CREDITS)

Students are required to earn three (3) credits in PHL 120, Logic: Understanding Arguments.

PHILOSOPHY: (3 CREDITS)

All students are required to earn three (3) credits in a Philosophy elective in addition to PHL 120: Logic: Understanding Arguments. Students should check their academic major area of interest to determine if a particular advanced philosophy course is required.

RELIGIOUS STUDIES: (9 CREDITS)

Students must complete nine (9) hours or three (3) courses in religious studies. RST 100 and RST 120 are required for all students. Students must also complete one additional course in religious studies. Students should check their academic major area of interest to determine if a particular advanced religious studies course is required.

SCIENCE: (6 CREDITS)

All students must earn a minimum of six (6) credits in the sciences. Students must select Science courses from any of the following: Biology, Chemistry, Physics, and Science. Students should check their academic major area of interest to determine if specific science courses are required.

SOCIAL SCIENCES: (3 CREDITS)

All students are required to earn three (3) credits in either Anthropology, Psychology, or Sociology. Students should check their academic major area of interest to determine if a specific course in the social science area is required.

STATISTICS: (3 CREDITS)

All students required by their academic departments to study Statistics must take STA 201, Elementary Statistics as a prerequisite to the departmental requirement.

NOTE:

1. Students should refer to the Academic Advising Handbook to plan this course work in relation to the departmental requirements of their intended major.
2. Required English and Math course work in the General Education area should be completed within the student's first three semesters, or, for transfer students, at the completion of the first 32 semester hours.
3. It is recommended that the student complete the majority of these requirements by the end of the second year.
4. While students may elect to take as many Physical Education classes as they wish while earning a Baccalaureate degree, only four (4) credits will be applied toward their degree requirements; only two (2) credits may be applied toward an Associate degree.

ACADEMIC POLICIES

In keeping with the philosophy that all of university life is an academic learning experience, the policies and procedures stated herein have been designed to enhance the student's opportunity to gain the most from the university experience. The broadest of guidelines are listed. All students are responsible for specific and updated information regarding these policies as promulgated by the University.

CONFIDENTIALITY OF STUDENT INFORMATION

Procedures for the release and disclosure of student records maintained by the University are in large measure governed by state and federal laws. Where the law is silent, the University is guided by the principle that the privacy of an individual is of great importance and that as much information in a student's file as possible should be disclosed to the student upon request. Agents of the University may have access to student information on a "need to know" basis. Third parties do not have access to personally identifiable records or information pertaining to a student without the written consent of the student or a judicial order or subpoena. The law requires that parents are to be considered third parties except in the instance where a Parental Release Form is maintained on file in the Registrar's Office. Detailed guidelines for the release and disclosure of information are available from the Registrar's Office. These guidelines comply with the Family Educational Rights and Privacy Act of 1974 as amended. A detailed description of student data retained in various offices is contained in the Student Information Handbook.

ACADEMIC HONOR CODE

It is assumed that all students of the University accept and promote the values of honesty, integrity, and truthfulness in their scholarly pursuits. The particulars of the Academic Honor Code are published in the Student Information Handbook.

MATRICULATED/NON-MATRICULATED STATUS

A non-matriculated student is a student enrolled in course work who has not been formally accepted by the University and hence is not enrolled in a degree program. Non-matriculated students may not enroll for more than two semesters of course work, unless specific permission is granted by the Academic Vice President. There is no guarantee that course work completed as a non-matriculated student will be applied toward a degree program. Registration for non-matriculated students will be accepted on a space available basis after the Registration Period for matriculated students, as announced in the semester Schedule of Classes.

CLASS STANDING

Matriculated students are classified as Freshman, Sophomore, Junior, or Senior according to the number of successfully completed credits the student has earned.

Freshman	0-31 credits completed.
Sophomore	32-63 credits completed.
Junior	64-95 credits completed.
Senior	96 or more credits completed.

SPECIAL UNDERGRADUATE STUDENTS

Students who have previously completed a baccalaureate degree program are classified as Special Students and must, therefore, complete requirements of their major field of concentration, prerequisites to such course work, and the general education requirement in religious studies. As with all transfer students, a minimum of thirty-six credits in course work at the University must be completed.

ACADEMIC COURSE LOAD

Most baccalaureate programs of the University are structured in such a way as to make it possible for students to complete their requirements in four years of full-time study. Given that a minimum of 128 credits is required of the baccalaureate degree, students complete an average course load of 16 credits (semester hours) per semester. It may be advisable for some students to register for a reduced course load, to ensure their potential success. Should such a plan be advised, the student will not be able to complete a baccalaureate program within the usual four-year period without at least some summer study, if not an additional semester or year at the University.

The normal course load for a matriculated undergraduate student is between 14 and 18 credit hours. To maintain full-time status a matriculated undergraduate student must be registered for a minimum of 12 credit hours each semester.

An undergraduate student who wishes to register for more than 18 credit hours must obtain written approval from the Academic Vice President.

ACADEMIC STANDING

SATISFACTORY ACADEMIC PROGRESS

Undergraduate, matriculated students are considered to be in good academic standing when maintaining semester and cumulative grade point averages of at least 2.0, while successfully completing at least 24 semester hours of academic credit each year for full-time students (12 semester hours for part-time students).

Normally, students have a maximum time frame of 5 1/2 calendar years (either 11 full-time semesters or 22 part-time semesters) in which to complete all degree requirements for the four-year baccalaureate programs. Three (3) additional semesters are afforded full-time students (6 semesters to part-time students) pursuing the normal five-year programs of the University.

Courses which students have not successfully completed due to incompletes, repetitions, withdrawals, or failures, bear no academic credit. Withdrawals have no effect on the semester and cumulative grade point averages. Incompletes are calculated as failures until a final grade is recorded. Courses repeated for an improved grade bear no credit, but the improved grade, if earned, is calculated into the overall average.

The final determination of satisfactory compliance with these guidelines is made by the Academic Vice President.

ACADEMIC PROBATION

Students who are not in good academic standing, i.e., do not meet the requirements for satisfactory academic progress, are placed on probation. If eligible for financial aid, they will be granted one additional semester of aid while on probation in order to provide the opportunity to earn reinstatement to good standing. Mitigating circumstances may warrant an extension of this time period. Should the student not be making satisfactory academic progress at the close of the probationary semester, the student may be academically dismissed. Regardless of action taken on appeal of dismissal, financial aid will not be made available to the student until the student resumes satisfactory academic progress.

DISMISSAL FROM THE UNIVERSITY

An undergraduate student whose semester average or cumulative average falls below 2.0 is considered to be on academic probation. Likewise, students who do not complete the minimum number of credits per year required to be in good academic standing are also placed on academic probation. (See Satisfactory Academic Progress/Academic Standing.) Such students must gain reinstatement to good standing in the subsequent semester, to continue studies at the University. Failure to do so may result in academic dismissal. Dismissed students may not register for course work at the University unless formally readmitted to the University. Academically dismissed students who wish to further pursue degrees at Salve Regina University must reapply for matriculated status by following the established admissions procedures for transfer students. In addition, readmitted students must provide evidence of having successfully completed at least twelve (12) credits in college level course work during an interim period of at least one academic year since the time of their dismissal. Under these guidelines, no grade below "C" is acceptable in transfer for application toward the new degree. Students who are readmitted are subject to all current departmental and general degree requirements in effect at the time of readmission.

ACADEMIC HONORS

DEAN'S LIST

The Dean's list is compiled each Fall and Spring Semester. The criteria for the Dean's list are:

1. A semester grade point average of 3.5 for full-time students completing 12 or more credits for letter grades versus pass/fail.
2. A semester grade point average of 3.7 for part-time students completing more than four (4) credits for letter grades versus pass/fail.
3. No grade lower than a "B".
4. Matriculated undergraduate student.

HONORS AT GRADUATION

An undergraduate student is awarded honors at graduation on the basis of the cumulative grade point average only if all degree requirements are completed by the graduation date. Honors at graduation are determined by the cumulative grade point average for all semesters of work, except the spring semester immediately preceding the Commencement exercises. Grades received in transfer from other institutions are converted to quality points and are included in the calculation of the overall cumulative grade point average. Honors at graduation are awarded as follows:

cum laude (honors)	3.3
magna cum laude (high honors)	3.6
summa cum laude (highest honors)	3.9

Every graduating class shall have one Valedictorian who:

1. Holds the highest cumulative grade point average at the end of the fall term of the senior year.
2. Has completed sixty-four credits of regular course work at the University (exclusive of transfer, life experience, CLEP, and other test credits earned) by the time graduation honors are reckoned.
3. Will have completed all baccalaureate degree requirements by the graduation date.

ADVANCED PLACEMENT

ADVANCED PLACEMENT EXAMINATION PROGRAM (AP EXAMS)

The University grants academic credit to students of superior ability who have acceptable scores in the Advanced Placement Tests given by the College Entrance Examination Board. Advanced standing and the actual number of credits to be granted are determined by the University after reviewing the applicant's record and test scores when the grade of three (3) or better is achieved.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Matriculated undergraduate students who have developed competence in basic subject areas may demonstrate their proficiency by taking the CLEP examinations. It is the policy of the University to grant credit to students for areas in which they have received acceptable scores in CLEP tests offered by the College Entrance Examination Program.

Transfer students may receive credit from CLEP examinations taken prior to enrollment at the University provided that their scores meet Salve Regina University standards. Students will not be awarded duplicate credit for areas in which transfer, course, or examination credit has previously been granted.

CREDIT BY DEPARTMENTAL EXAMINATION

The University provides certain equivalency examinations for students who wish to demonstrate that they have mastered the subject matter of specific university courses. If successful, students may receive credit for courses on the basis of these examinations. There is a fee per course for this process.

CREDIT FOR LEARNING ASSOCIATED WITH LIFE EXPERIENCE

The University has established a procedure for evaluating the learning that has accompanied life experiences. The University does not award academic credit for experience but rather from the learning associated with that experience. A student applying for life experience credit must be a matriculated undergraduate at the University. A detailed procedure for submitting a portfolio for evaluation is available from the Registrar, the Coordinator for Registered Nurse students, and the Academic Vice President.

CREDIT FOR LEARNING ASSOCIATED WITH MILITARY EXPERIENCE

The University utilizes the baccalaureate level recommendations from the Guide to the Evaluation of Educational Experiences in the Armed Services as a basis upon which to grant credit for a variety of military experiences. The University reserves the right to limit the number of credits awarded on the basis of military experience.

HIGH SCHOOL SENIOR PROGRAM

High school seniors of high academic ability may, with the recommendation and written approval of their counselors, enroll in certain specified courses at the University and obtain credit to be applied toward a degree. These credits will be held in escrow until the student has completed the requirements for a high school diploma.

TRANSFER CREDIT POLICY

Credit is normally granted for courses previously taken at other accredited post-secondary institutions with a grade of "C" or above if the course work is comparable to that of Salve Regina University. The University does not accept credit for course work that duplicates another course for which credit has been granted.

Undergraduate students accepted with transfer credits are classified as freshman, sophomore, junior, or senior according to the number of credits accepted in transfer.

ACE CREDIT RECOMMENDATION

In addition to the educational credit awarded for AP Exams, CLEP, and departmental examinations, the University awards credit in accordance with the American Council on Education's credit recommendations for USAFI courses and tests, DANTES Subject Standardized Tests, and The Regents College Examination Program (ACT/PEP).

STUDY AT OTHER INSTITUTIONS

Matriculated undergraduate students who desire to accelerate their programs and receive credit for courses taken at another institution must obtain the prior approval of the respective department chair in addition to that of the Director of Academic Advising. Forms for approval are available in the Advising Office and will insure that grades and credits will be transferred upon successful completion of course work. The student must request that an official transcript be mailed to the Registrar upon completion of the course. For undergraduate students, only courses in which the student has received a grade of "C" or above are transferable. Generally, a limit of three (3) courses, nine (9) credits, is allowed for transfer toward an undergraduate degree.

ATTENDANCE

The participation of students in regularly scheduled class sessions is an essential part of the educational process. The University has a “no-cut policy” which means that students are expected to be present at all scheduled class meetings and will be responsible for the content of all class sessions.

Should a family emergency or extended illness prevent class attendance for three days or more, students are required to notify the Office of Academic Advising so that instructors may be officially notified of the student's extended class absence. Although an absence may be permitted or explained, it remains the student's responsibility to make up any class work which has been missed.

In the case of a minor illness or unforeseen circumstance which prevents a student from attending a class, the student must communicate this to the instructor by leaving a voice message on the instructor's telephone.

If there is a scheduled activity which requires the attendance of a student at a scheduled class time, the student representing the University in scheduled activities must have the Representation Form approved by the class instructor at least one week prior to the scheduled activity.

Each faculty member has the right to establish additional regulations regarding attendance that may seem best suited to the course.

ACADEMIC WARNING NOTICES

In an effort to ensure that students at the University are receiving appropriate academic advising in pursuit of their educational goals, faculty members are asked to submit the names of students who are in particular need of assistance in their course work. The Registrar is notified of students whose performance in a course is below a “C”. Warning letter notifications are prepared and mailed to each student, encouraging the student to seek extra assistance from the instructor or the Academic Development Center. Warning notifications are considered an extra service provided to students by the faculty. Students should not assume that lack of a warning notification assures their satisfactory completion of a course.

GRADING POLICY

Student grades on the undergraduate level are reported as follows with the accompanying quality point values:

GRADE	POINT VALUE	NUMERICAL EQUIVALENT*
A Excellent	4.0	95-100
A-	3.7	90-94
B+	3.3	87-89
B Above Average	3.0	84-86
B-	2.7	80-83
C+	2.3	77-79
C Average	2.0	74-76
C-	1.7	70-73
D Below Average	1.0	65-69
F Failure	0	Below 65
I Incomplete	0	-NA-
P Pass	No Quality Point	65 or above
R Audit (non-credit)	Value—Not	-NA-
W Withdrawal	calculated in grade point average	-NA-
NG No Grade Submitted		-NA-

***NOTE:** Instructors may opt for a variation in numerical equivalencies of grades. If so, this information will be presented on the course outline.

Credits may not be awarded twice for the same course. However, if a course is repeated for an improved grade, the improved grade becomes the only grade for the course to be used in determining the student's cumulative grade point average. Therefore, the lower grade earned in the course has no influence on one's cumulative grade point average after the course is repeated. Semester and cumulative grade point averages are calculated by the sum of the weighted quality point values of each course grade, divided by the total number of attempted semester hours (credits). Courses in which students receive a P, R, W, or NG are not calculated into the semester or cumulative grade point average.

AUDITING OF COURSES

A student in good academic standing may register in a credit course for noncredit. The student must fulfill all the requirements of the course with the exception of examinations. The student will receive an "R" on the transcript indicating registration and participation in the course. Academic credit is not granted. Unless otherwise noted, a student registering for noncredit course work is subject to the same tuition as those registering for credit. Students may not adjust their registration from audit to credit or vice versa after the end of the first week of classes.

COURSE WITHDRAWAL

After the deadline for course changes as published in the semester Schedule of Classes, students wishing to withdraw from a course must follow the course withdrawal procedure. Such students must obtain a Registration Adjustment Form from the Registrar's Office and arrange a meeting with the instructor of the course. The instructor reviews the student's request and so notes with pertinent remarks on the form. The form is then submitted for approval to the Academic Vice President or the Dean of Graduate Studies. Students are not officially withdrawn from courses until approval has been secured from the appropriate Dean; therefore, continued class attendance is expected until written notification has been received. If the request to withdraw is approved, the transcript will have a "W" instead of a final grade on the official transcript. The "W" is not calculated into the semester or cumulative grade point averages, and credit is not awarded for the course.

INCOMPLETES

All requests for an incomplete must be in writing and must be received by the instructor on or before the scheduled final examination for the course. No incomplete may continue beyond one semester. Incompletes will be calculated as failures until the course work has been completed and a final grade has been reported. If the student's request for an incomplete is based on academic reasons (unanticipated difficulty in obtaining sources, failure of a critical experiment, etc.) or if the request is based on nonacademic reasons (sickness, etc.), the student must submit such a request in writing to the instructor for approval. Upon approval by the instructor, a Report of Incomplete Form shall be completed by the student in conjunction with the instructor and submitted to the Registrar.

ACADEMIC PROCEDURES

REGISTRATION

All students must register for courses at the Registrar's Office in order to be properly enrolled. Salve Regina University registers students beginning in December and again in May for the subsequent semester. Students are held responsible for reading and adhering to the Registration Instructions and Information as published in the Schedule of Classes. The timetable for submitting student registrations is published in the semester Schedule of Classes.

CLEARANCE TO REGISTER

The Registrar must have clearance for a student from the Business Office before the student may register. This clearance indicates that the student has satisfied or, completed a contract to do so, all financial obligations to date.

Students not eligible for registration due to issues not of a financial nature are so informed in writing by the appropriate Dean. The Registrar maintains a list of such individuals and it is the administrator who must authorize the student's continued registration.

All potential first-time students (full- or part-time) should contact the Admissions Office prior to registering.

CHANGE OF REGISTRATION

Students are permitted to drop and add courses without academic penalty during the first week of classes. Each course added or deleted from the student's registration accrues a fee as published in the semester Schedule of Classes. If a student has not officially dropped a course or received an approved course withdrawal by the completion of the semester, the instructor must submit a final grade for the student.

ADDITIONAL COURSE CREDITS

If a student wishes to take a course for additional credit, approval must be gained from the instructor and the Academic Vice President. It is the prerogative of the faculty member to grant or deny permission to earn the extra credit because of the additional time required of the faculty member and/or because of the nature of the course content. A copy of the contract between the instructor and student, which outlines the added independent study component, should be given to the student, the Registrar, and the Academic Vice President by the instructor. The additional time is a contributed service of the faculty member to the University as well as to the student.

INDEPENDENT STUDY

While it is expected that most students will be able to develop a complete program of studies from among the regularly scheduled course offerings, there are situations in which a student may benefit from conducting guided research in a particular field of interest. Where the curriculum does not afford a student the opportunity to do specialized research in a particular area, yet the faculty advise that the opportunity be provided, independent study may be pursued. Students interested in completing a course on an independent study basis should consult the department faculty, discuss the planned research, submit an independent study form for approval, and register for the course during the forthcoming semester. The University reserves the right to deny requests for independent study from students whose topics have not been well formulated, who lack a supervising faculty member to evaluate performance, or who are not students in good academic standing. The additional time provided by the faculty member is a contributed service to the University as well as to the student.

INTERSHIPS

Internship opportunities may be pursued for academic credit when the proposal provides a concrete learning experience approved by the appropriate department chair and the Academic Vice President. The Director of Placement should be consulted regarding the coordination of internships and the procedures to be followed.

PREREQUISITES

The Academic Departments section of the University Catalog lists the courses which students must successfully complete prior to enrolling in each course. These are noted as prerequisites. It is the responsibility of the student to ensure that the prerequisites, as listed in the catalog and updated through the semester Schedule of Classes, have been successfully completed prior to course enrollment. Faculty have the right to refuse the admission of students to their classes when such students have not demonstrated satisfactory completion of all prerequisites. While completion of a baccalaureate program is usually a prerequisite for all graduate courses, undergraduate students who have demonstrated outstanding achievement may apply to enroll in graduate-level course work for undergraduate credit. Forms for this purpose are available through the Graduate Studies Office.

DECLARATION OF MAJOR/MINOR

After completing thirty-two or more semester hours at the University, students are encouraged to officially declare their intent to pursue admission to the department of their chosen major(s). Forms for this purpose are available in the Academic Advising Office. The completion of this form does not necessarily constitute formal acceptance within a department. The Chairman of each department, according to the admission/retention requirements set forth by the department, shall formally grant or deny a student's application to gain acceptance into the department. Students must declare a major and be accepted in a department at least one year prior to graduation.

PETITION FOR GRADUATION

Students intending to graduate at the next Commencement must File for Degree in the Registrar's Office no later than the end of the Fall Semester or as announced by the Registrar. Upon submission of the File for Degree Form, the student is expected to have:

1. All official transcripts of courses to be applied toward the degree on file with the Registrar.
2. All credit to be applied toward the degree through life experience, credit by examination, military experience, CLEP, or advanced placement on file with the Registrar. Processing fees, if applicable, must be paid in full.
3. The proper Major/Minor Declaration Forms on file in the Academic Advising Office.
4. Registration for outstanding course work toward the degree on file with the Registrar, whether such course work will be completed at Salve Regina University or through off-campus study.
5. Scheduled an Exit Interview with the Director of Financial Aid, if applicable.

UPDATING DIRECTORY INFORMATION

It is the responsibility of the student to complete a change of name/address form in the Registrar's Office whenever a change in directory information occurs.

TRANSCRIPT SERVICES

Transcripts may be released only upon receipt of a written request from the student, except when mandated by law. Transcript services may be denied to those students with outstanding financial obligations to the University. See section relating to University fees for further details.

LEAVE OF ABSENCE

Any student who, for valid educational reasons, will not be able to enroll in course work for a period of at least two semesters, must apply for a leave of absence. Such requests must be addressed in writing to the Academic Vice President or Dean of Graduate Studies. The letter should clearly detail the reasons for the request and must include specific information about the student's future academic plans. If the leave is granted, the student may maintain active status at the University while not formally enrolling in course work. A leave of absence is granted on a semester by semester basis. Failure to enroll in a course for two consecutive semesters without "on leave" status being granted will result in an automatic University withdrawal for failure to maintain satisfactory academic progress.

WITHDRAWAL FROM THE UNIVERSITY

Students withdrawing from school during a semester or at the end of a semester must do so officially through the Academic Advising Office. The school withdrawal form available in that office must be completed at an exit interview with the Director of Academic Advising. Graduate students must contact the office of the Dean of Graduate Studies.

It is important that a student wishing to withdraw from school complete the form as soon as the decision to withdraw is made. The date of an official withdrawal dictates the amount of tuition and board fee refunds due.

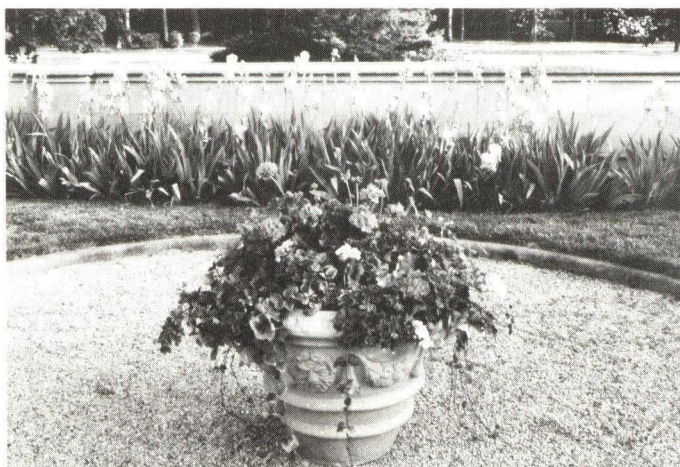
In addition, students who are recipients of financial aid must arrange for an exit interview with the Director of Financial Aid. Awards are adjusted accordingly for the withdrawing student. An official school withdrawal may be processed for a student for the following reasons:

- a. Academic dismissal
- b. Two consecutive semesters of non-attendance
- c. Voluntary withdrawal

The University welcomes constructive comments for improvement of its programs, policies, and procedures from both current and withdrawing students.

UNIVERSITY GRIEVANCE PROCEDURE

The University Grievance Procedure is published in its entirety in the Student Information Handbook. It is the responsibility of the student to read the policy and adhere to the spirit of its guidelines. It is expected that all students will attempt to solve individual differences of opinion with the appropriate parties prior to pursuing a formal grievance. Further, students are required to pursue a formal grievance prior to seeking legal redress or legal relief from university policy.





Academic Departments

ACCOUNTING

Chair: Ellenrita O'Brien, RSM, Ph.D./C.P.A.

The Accounting Department seeks to provide students with opportunities to develop a major or a minor concentration in the field of accounting or to supplement other fields of study with course work which will enhance the breadth of their total educational experience.

The major in accounting provides opportunities for students to obtain the background necessary to prepare for public, private, and government accounting positions. The demand for competent persons, capable of forming ethical and moral judgments in the business community, is continually increasing. Graduates of a program based in the teachings of Christian ethics and moral integrity are excellent candidates to fill these positions.

The minor in accounting provides students with a background that is desirable for men and women who plan a career in economics, law, political science, and management.

REQUIREMENTS FOR THE ACCOUNTING MAJOR

Students majoring in Accounting must complete a MINIMUM of 69 semester hours in Accounting/Management/Economics distributed as follows: ACC 101, 102, 201, 202, 203, 301, 302, 303, 304, 401, 404, 405; MGT 120, 311, 320, 403, 404, 490; ECN 101, 102, 207, 210, 305.

In addition, the students must complete the following course work, some of which may be applied toward the General Education Requirements of the University: ENG 101, 102, 354; ISS 101, 102; MTH 191 or 201 and MTH 192 or 202; PSY 100; RST 100, 120, and one additional RST course; 3 credits Art/Music/Theatre, 3 credits in history or politics, and 6 credits in a foreign language.

REQUIREMENTS FOR ACCOUNTING MINOR

Students desiring a minor in Accounting must complete the following courses: ACC 101, 102, 201, 202, 203, 303 and 304.

In addition, the following courses should be included as part of the General Education Requirements of the University: ECN 101, 102, 210; MGT 403 and 404.

COURSES**CREDITS****101-102 Accounting I, II****(3),(3)**

Accounting is studied as a basic language of business with an established vocabulary and set of rules to enable the use of accounting data by persons internal and external to the firm. The course focuses on the structure of conventional accounting, measurement of cost and value, and on using accounting data for decision making and control purposes. Computerized spreadsheet application is an integral part of these courses. *Prerequisite for 102: ACC 101*

201 Intermediate Accounting I**(3)**

Review of accounting procedures and adjustments, plus an in-depth study of financial statements, cash, receivables, investments, and inventory. *Prerequisite: ACC 102*

202 Intermediate Accounting II**(3)**

In-depth study of long-term liabilities, fixed assets, stockholders' equity and earnings per share. *Prerequisite: ACC 201*

203 Intermediate Accounting III**(3)**

Preparation of Statement of Cash Flow, study of revenue recognition, deferred taxes, pensions, and leases and financial statement analysis. *Prerequisite: ACC 202*

301 Cost Accounting I**(3)**

Study of manufacturing statements; costing of material, labor, and overhead; process and standard costing. *Prerequisite: ACC 102*

302 Cost Accounting II**(3)**

Study of by-products and joint products, break-even analysis, budgets and cost, volume, and profit analysis. *Prerequisite: ACC 301*

303 Individual Income Taxes I**(3)**

In-depth study of personal income tax problems. Includes exemptions, exclusions, deductions, credits, capital gains and losses, and tax planning. *Prerequisite: ACC 102*

304 Income Taxes II**(3)**

In-depth study of complex, individual tax problems. Introduction to corporate and partnership taxation. Subchapter S corporations, reorganizations, and liquidations. *Prerequisite: ACC 303*

401 Advanced Accounting**(3)**

Application of accounting principles and practices to areas such as partnerships, consolidations, governments, estates, and trusts. *Prerequisite: ACC 203*

404 Auditing**(3)**

Study of generally accepted auditing standards and the application of these to the audit process. Topics include internal controls, auditors' reports, evidence gathering, and risk analysis. *Prerequisite: ACC 302*

405 Accounting Theory

(3)

Study of current developments in accounting theory and literature. Emphasis on pronouncements of the Financial Accounting Standards Board. *Prerequisite: ACC 401*

470 Accounting Internship

(3)

Individually supervised employment in accounting that involves the application of accounting theories and principles to the environment of work. Students must work at least 10 hours per week on the job, meet periodically with a supervising faculty member, research related literature in the field of employment, and prepare a substantive report on the work experience and the studies involved. Limited to Juniors and Seniors. *Prerequisite: Approval required by a supervising faculty member and the department chair.*

COMBINED BACHELOR'S AND MASTER'S DEGREES IN ACCOUNTING

Salve Regina University has a program of accelerated study leading to both Baccalaureate and Master's degrees. This program has been instituted in order to encourage highly motivated students to pursue an advanced degree as well as to conform to the AICPA's recommendation that all individuals will have completed a minimum of one hundred and fifty credit hours for admission to membership in the Institute.

In order to meet both undergraduate and graduate requirements the students must take a minimum of 16 credits for the first two semesters, 18 credits in each of the following six semesters, and 12 credits in each trimester of the fifth year. The total credits are 128 for the Bachelor's degree and 45 for the Master's degree. A student who pursues the suggested plan of study will complete the undergraduate requirements and one-fifth of the graduate course work at the end of the fourth year. This is accomplished without incurring any additional tuition costs.

In the first semester of the senior year, the student should file an application for Graduate Studies and make arrangements to take the Miller Analogies Test (MAT) which is offered at the University on a regular basis. Two letters of recommendation should be submitted by those in a position to attest to the student's character and potential for doing graduate level work.

After receipt of the application, letters of recommendation and results of the MAT, the student will be interviewed by an ad hoc committee composed of Accounting faculty and administration. Upon the favorable recommendations of this committee, the student becomes a provisional graduate student in the second semester of the senior year.

The student may be recommended for full matriculation as a graduate student after receipt of the baccalaureate degree. The recommendation and final approval by the Dean of Graduate Studies should be made before the start of the fifth year.

ADMINISTRATION OF JUSTICE

Chair: James C. Farrington, J.D.

The Administration of Justice Department provides a broad-based curriculum covering the components of the justice process. The curriculum is designed to meet the goals of the student, whether these goals are law enforcement, corrections, the practice of law, the social services, or graduate school.

The department, recognizing the professional orientation of the curriculum, provides opportunities for students to develop special skills. More important, however, than the acquisition of special knowledge is the students' need to develop a perspective of "justice for all" in its ramifications for the poor, the educationally disadvantaged, the minority citizen, children, women, and the physically challenged. Such a curriculum provides opportunities for students to develop an understanding of values, a sense of the sacred, and an identification with and commitment to what is morally good and just.

The mission of the department is consistent with the overall mission of the University in the department's concern for the law and its proper implementation as a means of bringing about a just society. If the body of law is reason, then the soul of law must be justice.

MAJOR REQUIREMENTS FOR ADMINISTRATION OF JUSTICE

Students concentrating in Administration of Justice in the Bachelor of Arts Program must take a minimum of thirty-three (33) semester hours in Administration of Justice courses exclusive of Practicum and Workshop credits. A maximum of eighteen (18) semester hours of transfer credits may be applied toward the major.

While students majoring in the Administration of Justice need not complete a minor requirement, many students are able to pursue an academic curriculum through which a minor or additional major concentration is possible.

In addition to the thirty-three (33) semester hours, Administration of Justice majors must also complete SOC 317, Deviant Behavior; PHL 120, Logic, Understanding of Arguments; PHL 240, Philosophy of Law; POL 403, Constitutional Law & Development or POL 404, Civil Liberties; RST 401, Christian Ethics and the Justice System; 2 semesters of a language; ENG 354, Writing For Professionals. These courses may be applied toward the general education requirements.

The required courses for the Administration of Justice major toward the B.A. degree are ADJ 100 (with exception noted below), 201, 210, 220, 300, 303, 308, 330, 402, 490, and one (1) or two (2) ADJ electives.

CONCENTRATION REQUIREMENTS ASSOCIATE OF ARTS DEGREE

Students concentrating in Administration of Justice in the Associate of Arts Degree Program must take a minimum of twenty-one (21) semester hours in Administration of Justice courses. A maximum of nine (9) semester hours of transfer Administration of Justice credits will be applied toward the Administration of Justice major.

The required courses for the Administration of Justice concentration toward the AA degree are ADJ 100 (with exception noted below), 201, 210, 220, 303, 330, and one (1) or two (2) ADJ electives.

In addition to the Administration of Justice course requirements for the AA degree, students must also complete specific courses towards the general education requirements. These are listed in the Academic Advising Handbook.

MINOR REQUIREMENTS FOR ADMINISTRATION OF JUSTICE

Students minoring in Administration of Justice must take a minimum of eighteen (18) semester hours in Administration of Justice courses. Required courses are ADJ 100 (with exception noted below), 201, 210, 220, 330, and one (1) or two (2) ADJ electives.

FIVE-YEAR PROGRAM BACHELOR OF ARTS AND MASTER OF SCIENCE

The Administration of Justice Department offers a five-year program of studies leading to Bachelor of Arts and Master of Science degrees. The plan of studies for those interested in the program is worked out by the student and the student's academic advisor. To continue into the fifth year, the student must meet the regular entrance requirements of our Graduate Program.

COURSES

CREDITS

100	Introduction to the Justice Process	(3)
A survey of the justice process, including the nature of law and its function in society; the role of the police, the courts, and the correctional agencies in the process. (Students employed in the justice process are not required to take this course.)		

/MGT 101 Introduction to Industrial & Retail Security (3)

Study of the laws and techniques applicable to security operations for corporations, retail stores, and industry, emphasizing crime prevention and protection of property. *Prerequisite: ADJ 100 or Management Majors*

102 The Justice Process and the Community (3)

Considers the role of the justice system in the community with special reference to crime prevention, measures of cooperation between the system and other institutions, and the means and methods of enhancing communication and understanding between the justice agencies and the public. *Prerequisite: ADJ 100, or PSY 100, or SOC 110, or SWK 100*

201 The Judicial System in American Society (3)

A study of the courts as part of the American justice system, including the procedures followed to maintain a balance between fairness and effectiveness from lower courts through the appellate courts.

Prerequisite: ADJ 100

210 Principles of Correctional Operations (3)

Comprehensive survey of the correctional process, including present philosophies and practices of punishment and rehabilitation; procedures of custodial institutions; functions of correctional officers; functions of probation and parole; inmate reception, classification program assignment; and release procedures. *Prerequisite: ADJ 100*

220 Drug Abuse and Society (3)

Study of issues and problems arising from drug and alcohol abuse. Narcotics laws, identification of drugs, and effect of offenders upon society are discussed.

241 The Justice Process and the Special Needs Offender (3)

The study of the problems facing the justice practitioners in the rehabilitation of emotionally disturbed youth and adults with delinquent characteristics. An overview of the types of emotionally disturbed, how to approach them, and past and present laws related to emotional and delinquent characteristics. The psychology of policing and the psychology of imprisonment, including the suicidal inmate and the prevention of custodial suicides, will be discussed in depth in the latter third of the semester. *Prerequisite: ADJ 100*

300 The Law of Sentencing, Corrections, and Prisoner's Rights (3)

A study of the rights and privileges of the convicted and those incarcerated while awaiting trial. Legal issues relating to searches, use of force, medical and mental health care, conditions of confinement, inmate access to the legal system, and freedom of religion, speech, and press are examined. Conditions of parole and probation and the rights available to the parolee and probationer are discussed.

303 Criminal Law (3)

A study of the substantive criminal law that defines murder, larceny, rape, burglary, and other specific offenses. Court decisions of English and American courts relating to the substantive crimes are analyzed for issues, rules of law, and rationale. *Prerequisite: ADJ 201*

305 Practicum in Administration of Justice I (4)

This is a concurrent field experience placement involving orientation and field work in a justice agency. A research paper is required. *Prerequisite: Restricted to pre-service Justice students in their junior or senior year.*

306 Practicum in Administration of Justice II (4)

Continuation of ADJ 305. Research paper is required. *Prerequisites: ADJ 305 and restricted to pre-service Justice students in their junior or senior year.*

308 Criminal Procedure (3)

A review of the procedural aspects of criminal law governing the acts of law enforcement personnel with special emphasis on constitutional rights of the accused. This study includes arrest, search and seizure, confessions, right to counsel, and similar topics. *Prerequisite: ADJ 201*

330 Juvenile Justice (3)

This course examines the juvenile offender, the delinquent subculture, and current theories relative to the causes of delinquency. Emphasis will be placed upon the influences of the family, the school, and the peer group. The rights of juvenile offenders and the Juvenile Court process will also be studied. Specific programs dealing with delinquents will be evaluated. *Prerequisite: ADJ 210*

/RST 401 Christian Ethics and the Justice System (3)

The course is intended to investigate the interplay of Christian ethics and the American criminal justice system.

402 Evidence (3)

A study of the rules governing the admission of evidence in prosecuting a defendant. Included are the exclusionary rule, best evidence rule, and others. *Prerequisites: ADJ 303 and 308*

481 Special Topics in the Administration of Justice (3)

Timely topics of interest in the justice process will be chosen such as "Organized Crime in the U.S.," "Violent Offenders," "Terrorism," "Issues in Vice Control," "White Collar Crime," "Law Enforcement and the First Amendment," "Management Issues in the Administration of Justice," "Moot Court," "Stress in the Justice Process," "Police Corruption/Brutality," "Children and the Law," "Women and Crime: Victims/Offenders/Practitioners," "Comparative Legal Systems," "Alternatives to Litigation," and "A Study of the U.S. Supreme Court."

490 Contemporary Trends and Issues in the Justice Process (3)

A critical analysis of current issues, trends, new programs, and changes in various areas of the justice system including court decisions affecting the system. *Prerequisite: Restricted to Justice students in their senior year.*

499 Independent Study (3)

In-depth study of a special justice topic under the supervision of a faculty member with thesis required. *Prerequisite: Permission of instructor.*

089-099 Workshops (1)

Workshops are held to address particular human justice problems and cover such topics as "Advocacy for Child Abuse Victims," "Sex Crime Investigation," "Arson," "Homicide," "Terrorism," "Domestic Violence," "Alternatives to Incarceration," and "Hostage Negotiations." Students are given practical exposure to the problems of each topic.

AMERICAN STUDIES PROGRAM

Director: Lois Eveleth, Ph.D.

The American Studies Program is a liberal arts program that offers an integrated and critical understanding of life in the United States. The student may explore a wide range of interests in completing the eleven courses required for a B.A. in American Studies. Courses selected from many disciplines and departments may be chosen, provided they have significance for understanding American culture and life. Different approaches are possible, since each approach should reflect the academic interests and career expectations of the student.

REQUIREMENTS FOR THE AMERICAN STUDIES MAJOR

The major completes eleven courses or 33 semester hours.

SPECIFIED REQUIREMENTS (18 SEMESTER HOURS)

Introduction to American Civilization	AST	100
Survey of American History	HIS	110
American Survey I	ENG	231
American Literature Elective	ENG	
American Philosophy	PHL	340
Coordinating Seminar	AST	400

STUDENT-DESIGNED COMPONENT (15 SEMESTER HOURS)

The student selects, after consultation with the Program Director, five courses or fifteen semester hours from university-wide offerings suitable to this program, i.e., courses which bear directly on American culture and life.

COURSES

CREDITS

AST 100 Introduction to American Civilization (3)

This introduction to American civilization approaches the question of national identity or style by examining some basic values, institutions, and challenges in the U.S. Sources examined are the biographies of famous Americans who reflected that identity or who were important in its articulation (e.g., Mark Twain, William Randolph Hearst, Ben Franklin).

AST 400 Coordinating Seminar (3)

This is a seminar for the senior major, providing seminar discussions, guided readings, and projects designed to encourage integration and enrichment.

ANTHROPOLOGY PROGRAM

Director: Elaine N. Mayer, Ph.D.

Anthropology provides course offerings for students interested in a major or a minor in anthropology and a major in anthropology with a concentration in archaeology. It is a discipline which gives a more thorough knowledge of people and their adaptation to the changing environment while providing important tools to help understand changing social patterns that may have an impact on future conditions.

COURSES

The curriculum has been organized into the following four areas:

The General Area includes the required or basic courses that introduce the student to the discipline and the technical courses required of majors or minors.

Human Adaptation includes those courses that concentrate on the ability to adapt to the changing environment.

Expressive Adaptation includes courses that encompass adaptation through language, artistic expression, and ritual.

Social Adaptation examines adaptation through various social institutions in the present and the past. In addition to the General Anthropology Program, the student is offered a major in Anthropology with a concentration in Archaeology. This specialization prepares the student for graduate programs as well as a career in Public Archaeology, Resource Management, or Forensic Anthropology.

REQUIREMENTS FOR ANTHROPOLOGY MAJOR

Students majoring in Anthropology must satisfy the following requirements: APG 110 or 212, 200, 301, 402, and six electives from the three areas: Human Adaptation, Expressive Adaptation, and Social Adaptation. One summer (6 weeks) of field work in an approved archaeological dig or APG 404 may be used to meet one of the elective requirements. An internship may be served in the junior and/or senior year.

REQUIREMENTS FOR ANTHROPOLOGY MINOR

Students minoring in Anthropology must have six courses as follows: APG 110 or 212, 200, 301 and one elective from each of the three Adaptive Areas. A joint minor may be arranged with Geography upon approval of the department chair.

REQUIREMENTS FOR THE ANTHROPOLOGY MAJOR WITH A CONCENTRATION IN ARCHAEOLOGY

Students concentrating in archaeology must satisfy the following requirements: APG 110 or 200, 212, 214, 217, 301, 402, and four electives from all General Anthropology areas. It is strongly recommended that a student also take at least one course in chemistry, geography, management, and/or ceramics.

COURSES

CREDITS

110 Human Diversity: An Introduction to Anthropology (3)

The study of the evolution of mankind and its direct relationship to environmental change and biological/cultural adaptation.

200 Cultural Anthropology (3)

This course explores various cultures by studying the evolution of social institutions and value systems as a means of adapting to the environment.

212 Introduction to Archaeology (3)

The study of culture and reconstruction of past history using archaeological methods and theories including surveys, techniques, dating, and fossil preservation.

301 Anthropological/Archaeological Theory (3)

An examination of the major theoretical approaches and theorists who have contributed to the development of anthropology and archaeology. An examination of critical world problems will also be included.

Prerequisites: APG 110 or 200 or 212 and Junior or Senior status.

402 Field Methods (3)

An introduction to the fundamental techniques used in anthropology and/or archaeology. (Participation in actual field work sponsored by other colleges may be arranged.) *Prerequisites: APG 110 or 200 or 212 and Junior or Senior status.*

HUMAN ADAPTATION

214 Great Discoveries in Archaeology (3)

The exploration of many lost civilizations found in the past using archaeological methodology and keen observation.

215 Folklife and Culture (3)

A study of the folk traditions that help explain, maintain, and transmit our major cultural institutions through myth, ritual, and other folk customs.

- 216 Native Americans (3)**
An introduction to the major American Indian groups in North, Middle and South America. Their origins, traditions, culture, and modes of survival are compared cross-culturally.
- 217 Forensics and Physical Anthropology (3)**
The study of evolution from a biological perspective and the reconstruction of fossil and human remains during laboratory sessions.
- EXPRESSIVE ADAPTATION**
- 322 Language and Culture (3)**
The study of the evolution of language and comparison of several human and non-human systems of communication. Primate communication and sociolinguistics will also be examined.
- 351 The Anthropological Study of the Supernatural (3)**
A study of the agents and actions manifest in myth, ritual, magic, and witchcraft. Other states of consciousness, including the use of hallucinogenics as a cultural technique, will be examined.
- 352 Anthropology of Visual Communication (3)**
An examination of such art forms as cave paintings, films, photographs, graffiti, and comics for the purpose of deepening our understanding of cultures through symbolic expression.
- SOCIAL ADAPTATION**
- 247 Medical Anthropology (3)**
A comparative study of health and illness beliefs in both traditional and contemporary Western systems as well as in non-Western treatment systems. Practitioners, healing methods, herbs, and magic are all studied on a cross-cultural basis.
- 268 Anthropology of Warfare and Law (3)**
An examination of the evolution and comparison of political behavior in societies with and without states and an analysis of their methods of dealing with conflict.
- 310 Historical Anthropology of the Middle East (3)**
The reconstruction of Biblical cultures and technology, using materials discovered at archaeological sites in Israel and other ancient lands.
- 399 Special Topics**
Course of particular anthropological or archaeological interest determined by the department and offered on an irregular basis.
- 404 Field Experience in Mexico (6)**
Students taking this course, offered during Christmas break, will spend two and one-half weeks in Mexico studying the local culture, ancient civilizations, and the Spanish language.
- 499 Independent Study**
Supervised study in an area not available in regularly scheduled courses.
Prerequisite: Proposal approved by Anthropology Program.

ART

Chair: Barbara Shamblin, M.F.A., M.A.T.

The Art Department serves to instruct in and communicate about the visual arts and their relevance in contemporary culture. The curriculum stresses (1) a knowledge of art and culture, (2) an understanding of the visual elements with their many complex interactions, and (3) a sound technical background from which creative responses may be elicited.

Courses directed toward the general education population provide an opportunity whereby students are brought closer to their cultural heritage in terms of awakening an awareness of how and why people have made Art. Students are exposed to various artists, the different historical periods, and their many complex interactions within society. Studio courses allow for the development of both the intellectual and physical skills necessary to solve complex visual problems. Small classes foster intimate dialogue between students and faculty. The Art Department is an accredited Associate Member of the National Association of Schools of Art and Design.

THE MCKILLOP GALLERY

The McKillop Gallery has become an integral part of the greater Newport cultural community. The exhibition program features the work of many outstanding artists from the region, the country, and the world. Annual student exhibitions, as well as the Senior Thesis Exhibitions, give students an opportunity to present their work in a professional format. The Art Department's Visiting Artist program also gives students access to professional artists from a variety of disciplines.

REQUIREMENTS FOR THE STUDIO ART MAJOR

Students majoring in Studio Art must take a minimum of 45 credits in Art, varying according to the student's area of specialization. A Studio Art major is possible with specializations in ceramics, graphic design, painting, or photography. All Art majors are required to submit to a comprehensive portfolio review during the Spring semester of the Freshman year. Art majors are not required to declare a minor.

Twenty-one hours of core course work are required of all Art majors. Required courses are ART 111, 112, 131, 132, 200, 300, and two studio electives, one of which must be in a three-dimensional area, and the other in a two-dimensional area. Students are also required to elect two additional art history courses, as well as two studio courses outside their specialty area. Majors must also take PHL 352 as one Philosophy requirement in their General Education program. Studio majors must select one area of specialization from the following:

- | | |
|---|---|
| I. Ceramics
ART 231, 232, 331 | III. Painting
ART 251, 252, 351 |
| II. Graphic Design
ART 241, 242, 261, 341 | IV. Photography
ART 261, 262, 361 |

All seniors are required to take Art 440 - Senior Studio (6 credits) in preparation for the Senior Thesis Exhibition.

REQUIREMENTS FOR ART MINOR

Students minoring in Art must complete a minimum of 21 semester hours in course work. Required courses are: ART 111 or 112; 131, 231 or 334; plus four additional courses approved in consultation with the department chair.

COURSES

CREDITS

090-099 Art Awareness Workshops (1)

These seminar workshops focus on the relevance of the visual arts and their potential to affect the quality of life. The format consists of lecture presentations as well as visits to regional museums and architectural landmarks. All workshops attempt to promote a cultural understanding and appreciation for the Arts.

100 Great Masters (3)

A survey course for non-majors focusing on the lives and work of some of the "Great Masters" in architecture, ceramics, painting, photography, and sculpture.

101 Art in Society (3)

A survey course for non-Art majors introducing the fine arts and crafts. An historical survey as well as studio problems are included as an aid to visual understanding. Emphasis will be placed on Art and its impact and development within society.

102 Film Appreciation (3)

A course which introduces the techniques and symbolism of film as an art form.

/MSC 105 Style in Art and Music

(3)

A study of the interaction between Art and Music during various historical periods.

111 Prehistoric through Gothic Art

(3)

A survey of artistic development from the Paleolithic to High Gothic era. Emphasis will be on chronological development of styles and the importance of art in the context of significant historical periods.

112 Renaissance Through Early Twentieth-Century Art

(3)

A continuation of ART 111, beginning with the Renaissance and covering the major artistic developments up to the Second World War.

113 Ceramics Workshop

(1)

(Not for Art major or minor)

A studio workshop acquainting students with basic handbuilding techniques. Studio facilities and instruction are used as a vehicle for relaxation and creative expression.

131 Drawing I

(3)

An introduction to the principles of rendering in various black-and-white media. Using the still life as the primary subject matter, fundamentals such as perspective, value, proportion, composition, and contour will be investigated and analyzed.

132 Drawing II

(3)

Basic drawing skills learned in ART 131 are used to solve more complex drawing problems. The subject matter includes natural and organic forms such as bones, shells, leaves as well as landscape and the human figure. Students are encouraged to find in the subject and media a more individual and expressive approach to drawing. *Prerequisite: ART 131*

200 Drawing III

(3)

This is an advanced studio course that deals with a wide variety of subject matter. The primary focus is on media exploration in the form of colored pastels, collage, and alternative drawing materials. Complex projects, reading assignments, and class excursions all attempt to instill in the student a greater responsibility for imagery and enthusiasm for drawing as an expressive medium. *Prerequisites: ART 131, 132*

210 American Art

(3)

A course designed to provide a basic introduction to the arts of this country, from Pre-Colombian times to the present. Major topics will include painting, sculpture, architecture, and the decorative arts and crafts.

211 French Art; 18th and 19th Centuries (Rococo to Realism)

(3)

The development of the chief artistic styles (Rococo, Neo-Classicism, Romanticism, and Realism) will be traced through painting, sculpture, and architecture. The course analyzes the impact of the French Revolution on artists' thinking and on their views of society. Consideration is given to the influence of forms of government, politics, technology, literature, and music.

212 Far Eastern Art (3)

This is a basic survey of the arts of China, Japan, India, and related countries in the Far East. The major purpose is to emphasize the relationship, development, and perspective of artistic achievement within a historical context, beginning with the Stone Age and following through the seventeenth century.

213 Later 19th Century Painting: Impressionists and Post-Impressionists Painting (3)

Full coverage is given to the great masters, including Manet, Monet, Renoir, Degas, Puvis de Chavannes, Cezanne, van Gogh, Gauguin, Munch, and others. The course will examine trends in the visual arts during the last half of the 19th century with emphasis on defining a "modern" aesthetic.

214 20th Century Art: Cubism to the Present (3)

This course is a continuation of ART 212, and explores the political, social, and aesthetic theories that have shaped contemporary art in Europe and America. We will investigate the changing attitudes toward form and materials of art and architecture, including both the expressive and aesthetic aims. Painting, sculpture, architecture, performance, and conceptual and related art forms will be discussed. *Prerequisite: ART 213 or permission of instructor.*

231 Ceramics I (3)

An introductory course acquainting students with the clay materials and the processes of forming and firing. Basic hand manipulation techniques (coil, slab, etc.) are used in both traditional and non-traditional manner. Students are encouraged to respond to the given problems in a creative manner. A brief technical background on the formation of clay and glazes is also presented, as well as a survey of the historical development of Ceramic Art.

232 Ceramics II (3)

Students meet the challenge of mastering the potter's wheel. Traditional (functional) forms are explored in a unique designer/maker situation. Non-traditionally oriented problems are also posed. More advanced glaze calculation and theory are discussed, leading to individual testing and the eventual understanding of the unique effects within the relationship of fire and clay. *Prerequisite: ART 231*

241 Graphic Design I (3)

An introduction to basic typography, layout, and composition. Projects focus on concept and skill development through advanced two-dimensional exercises, letter form studies, and symbol creation. Tools and processes of the discipline are presented and explored.

242 Graphic Design II (3)

More complex color theory, more sophisticated composition and typography problems are explored. Projects focus on concept development, creative interpretation, problem solving, and production skills. Projects include finished printed pieces. Professional presentation skills and efficient design studio procedures are stressed. *Prerequisite: ART 241*

- 243 Illustration I (3)**
 This course will provide an introduction to the diverse field of commercial art known as Illustration. Students will create artwork which communicates to a wide audience based on subject matter drawn from the commercial art world (magazines, newspapers, books, advertising). Emphasis will be placed on the creative process and the development of interesting, thought-provoking ideas. The history of Illustration and a survey of the current market will also be examined. *Prerequisites: ART 131, 132*
- 251 Painting I (3)**
 An understanding of color theory and oil painting materials and techniques form the framework for learning to paint objects as they are seen. The still life serves as the subject for learning to master the integration of value and color in the creation of pictorial space and form.
- 252 Painting II (3)**
 This course provides the opportunity to apply the basic skills of ART 251 to various subject matters such as the portrait, the figure and natural objects. Manipulation of color and scale as seen in twentieth century art will also be issues of concern. *Prerequisites: ART 131, 251*
- 261 Photography I (3)**
 A comprehensive introductory course in black and white photography encompassing camera operation, film exposure, and development and printing. Problems will be given with an emphasis on both technique and aesthetic expression. Twentieth century work in the medium as a fine art will be studied and evaluated. A manual 35mm SLR is required.
- 262 Photography II (3)**
 The student will encounter more demanding technical problems in film exposure and development manipulation leading to greater previsualization and control of the medium. Additional aesthetic approaches to creating the single gelatin-silver print will be explored through a series of rigorous problems. A general survey of the history of photography is also presented. *Prerequisite: ART 261*
- 263 Photojournalism (3)**
 A course in which students are introduced to the elements of photojournalism. Combining images and words, an event or idea is reported as a single picture, a photo essay, or as a picture story. *Prerequisite: ART 261*
- 300 Advanced Design (3)**
 This course is designed to give advanced art majors a thorough knowledge of visual formal design elements and theory. Students will learn about composition, color, perspective, and other design concepts in order to enhance the expressive potential of their own work. They will also be expected to learn the vocabulary of form and content in order to verbally and critically communicate their thoughts on their own work, their classmates' work, and the work of contemporary and historical works of art. This course is a prerequisite for senior studio.

331 Ceramics III (3)

An advanced studio class where the emphasis will be placed on personal expression using the medium of clay. Individual technical experimentation will be encouraged at both high and low temperatures. Both wheel throwing and hand building approaches will be presented in accordance with individual needs. Students will be encouraged to begin a cohesive body of work.

Prerequisites: ART 231,232

334 Sculpture I (3)

This course introduces students to the aesthetic concepts of sculpture, a form of the visual arts that is predominately three dimensional and objectlike in nature. Considerations of the plastic elements of design (line, shape, texture, value, color, space, and time) as organized by design principles are applied to the making of form in real space. Instructional guidelines in various 3D media will expose students to a variety of tools, techniques, and hand-executed sculptural processes which will allow them to discover modes of expression that they can initiate and complete within the context of specific problems.

335 Sculpture II (3)

This course initiates students into the processes utilized in creating form in space. Skills learned in Sculpture I will be refined through a more rigorous analysis of the additive and subtractive methods of making 3D forms. The development of ideas will be combined with a study of the manipulation of media for expression. The second half of the semester will be devoted to direct carving in either wood or stone.

340 Gallery and Museum Management (3)

A course designed to explore aspects of museum work and managing an art gallery. Topics include various phases of exhibition preparation and presentation from the viewpoint of both artists and directors of galleries.

341 Graphic Design III (3)

Advanced technical production and mechanical skills as well as printing processes are presented. In-depth discussions on other communication media and the role of the art director/graphic designer will be presented. Projects focus on both conceptual and technical problem-solving skills.

Prerequisite: ART 242

343 Illustration II (3)

A more advanced comprehension of professional standards and practices of the Illustration profession are presented here. Students will illustrate manuscripts as actual professional assignments. The development of a personal style and approach to problem solving will be stressed. A strong professionally presented portfolio will be required for final evaluation.

Prerequisite: ART 243

350 **Anatomy for the Artist** (3)

An extensive investigation into the skeletal and muscular aspects of the human body that are of concern to the artist. Drawing initially from the skeleton as well as from muscle casts, the student is able to relate the corresponding structures on live models. This exploration will be carried out in drawing as well as in modeling in clay. Out-of-class projects will use this analytical knowledge as a source of inspiration for more personal artistic applications. *Prerequisites: ART 131, 132*

351	Painting III	(3)
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An advanced studio experience designed to explore the expressive potential of painting. Class projects and critiques encourage the student to find the technical means necessary to express their ideas in paint. Various types of painting media will be used. *Prerequisites:* ART 131, 251, 252

/PHL 352 Philosophy of Beauty: Aesthetics (3)

Theories of art from Plato to Wolf and psychological and social factors are examined in the light of ancient and contemporary concepts.
Prerequisite: PHL 100

361 Photography III (3)

The aim of this course will be to develop a strong personal direction as evident in a technically superior final portfolio. Advanced technical problems, including large format photography, will be presented. Both contemporary and classical approaches to the medium will be analyzed and evaluated by students in written form through a series of field trips to galleries, museums and visiting artists' presentations. *Prerequisite: ART 262*

398 Special Topics in Art History (3)

This course will provide an opportunity for the introduction of specialized, in-depth study of specific subject areas. Courses, which may depend on the demands of departmental curriculum, will provide a flexible outlet for students needing a more advanced course in Art History.

399 Special Topics in Studio Art (3)

A course which covers areas of special interest relating to art studio disciplines (for example, Kiln Building, Monoprinting).

440 Senior Studio (3-6)

Students concentrate within their major medium on work that expresses a sound technical background, an understanding of contemporary art concerns, as well as an awakening of a personal style. Professional concerns of a visual artist will be discussed, ranging from taxes and the law to portfolio presentations to selecting graduate schools. The Senior Exhibit which culminates this experience, will be presented in a professional manner.

Prerequisite: Art Major

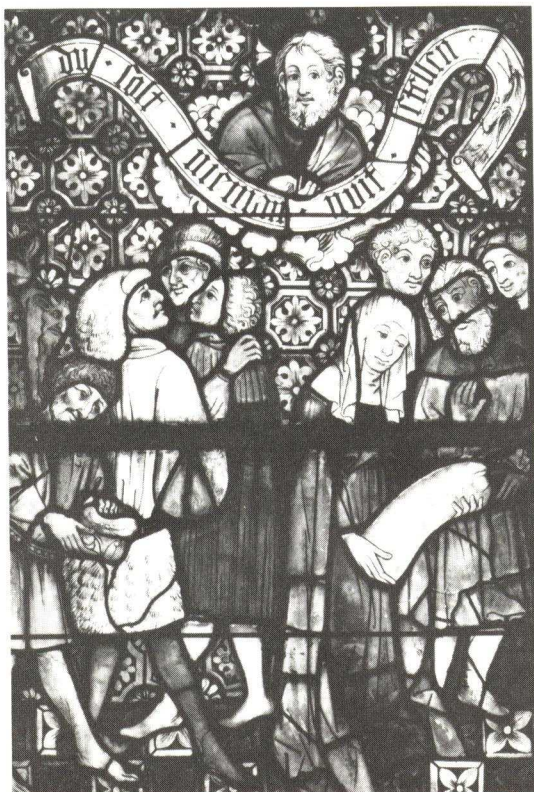
474 Apprenticeship/Internship in the Visual Arts (3-6)

A practical field-related experience in cooperation with a professional artist, design firm, museum, etc. Students gain valuable experience in the Art world by participating in a functioning studio/gallery/museum environment.

Prerequisite: Art Major

499 Independent Study (3)

An individual study in a special topic carefully selected through counseling and individual programming.



BIOLOGY AND BIOMEDICAL SCIENCES

Chair: Mary Louise Greeley, Ph.D.

Within the framework of Christian ethics, the Biology Department will address itself to the individual needs of each student. Those needs are interpreted by current demands placed upon the potential graduates by their chosen fields of endeavor. The Department will then seek to offer courses in quality and number so as to prepare students to become capable and contributing professionals.

NOTE: Transferring students may apply a maximum of four biology courses to a Biology major and two courses to a Biology minor. The transferred courses must be evaluated by the Biology faculty before they are accepted for fulfilling Biology major or minor requirements.

REQUIREMENTS FOR THE BIOLOGY MAJOR LEADING TO A BACHELOR OF SCIENCE DEGREE

Students concentrating in Biology and working toward a Bachelor of Science degree should take a minimum of 32 semester hours in Biology. Required courses are: BIO 111, 112, 220, 471; BCH 403, 404; and four (4) BIO electives from the 200 level or above; six (6) semester hours in Calculus; eight (8) semester hours in PHY; and CHM 113, 114. Students working toward a degree in Biology are not required to have a minor.

REQUIREMENTS FOR THE BIOLOGY MAJOR WITH A SPECIALIZATION IN MICROBIOLOGY LEADING TO A BACHELOR OF SCIENCE DEGREE

Students concentrating in Microbiology and working toward a Bachelor of Science degree should take the following courses: BIO 205, 206, 210, 220, 330, 340, 350, 420, 450, 460; BCH 403, 404, and 410; MET 301, 302 or BIO 471; CHM 113, 114, and one course in Mathematics, and one course in Physics. Students working toward a degree in Biology are not required to have a minor. This major is also intended for those students who wish to pursue a career in Medical Technology. Students planning a fifth-year clinical internship should take MET 301 and 302. Please refer to the catalog section on Medical Technology for a description of that program.

REQUIREMENTS FOR THE BIOLOGY MAJOR LEADING TO A BACHELOR OF ARTS DEGREE

Students concentrating in Biology who are not interested in further graduate studies or professional training may earn a Bachelor of Arts degree by completing a minimum of thirty-six (36) semester hours in Biology. Required courses for the Biology major are BIO 111, 112, 220, 471, and at least five (5) Biology electives from the 200 level or above.

REQUIREMENTS FOR A MAJOR IN BIOLOGY/ SECONDARY EDUCATION

Students concentrating in a double major in Biology and Secondary Education should take a minimum of thirty-six (36) credits in Biology. The required courses in Biology are: BIO 111, 112, 130, 140, 210, 220, 440, 450, 471, and two other Biology electives. Students majoring in Biology and Secondary Education must also fulfill the requirements of the Secondary Education Department.

REQUIREMENTS FOR THE BIOLOGY MINOR

Students minoring in Biology must take a minimum of 20 semester hours. The courses chosen for the minor will be mutually agreed upon by the Chair of the Biology Department and the student. The student's major will affect the choice of courses.

BIOLOGY COURSES

CREDITS

110	Human Biology: Physiology and Health <i>Lecture 3 hrs.</i>	(3)
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A concept-oriented study of the interrelationships and variations in the physiological processes in health, disease, and sexuality. Included will be discussions of human physiology, anatomy, adaptations, reproduction and heredity. This course is intended primarily for non-science majors.

111,112	General Biology I, II <i>Lecture/Lab 5 hrs</i> <i>Three hours of lecture; two hours of lab per week</i> <i>(two semesters)</i>	(4),(4)
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This two-semester course introduces the fundamental characteristics of life from the subcellular level through the organism in its environment. A comparative approach of plant and animal form and function emphasizes the diversity of life and habitat adaptations of various groups.

130 General Botany (1-3)

Credits vary depending on projects.

This course examines the functional morphology and physiology of plants through comparative study in the laboratory and field. A "hands on" approach emphasizes effective techniques and methods for plant study and serves teachers-in-training and beginning botanists and horticulturists.

140 Humans and Their Environment (3)

Lecture 3 hrs.

This course considers the human interrelationship with the total environment. Discussions of contemporary social, economic, and ecological concerns such as population growth, world hunger, pollution, and resource utilization attempt to provide the student with a general background necessary for considerations of environmental ethics.

205,206 Human Anatomy and Physiology I, II (4),(4)

Lecture/Lab 5 hrs.

***Three hours of lecture; two hours of lab per week
(two semesters)***

A systematic study of the gross and microscopic anatomy of the human body and the function of its parts. Laboratory work includes dissection of typical mammal, examination of microscopic structure, and experiments in physiology.

210 Microbiology (4)

Lecture/Lab 5 hrs.

Three hours of lecture; two hours of lab

Lectures on the morphology and physiology of viruses, rickettsiae, bacteria, yeast, and molds. Discussion of the control of microbial populations, general terminal infection, immunity, and serological diagnosis of disease. Laboratory work includes the cultivation, physiology, and biochemical differentiation of microorganisms. *Prerequisite: 100 level biology course.*

220 Cell Biology and Chemistry (4)

Lecture/Lab 5 hrs.

Three hours of lecture; two hours of lab

An introduction to the structure and physiology of eucaryotic and procaryotic cells and also viruses at both the whole cell, subcellular, and molecular levels. Cell-cell interactions, specialization, organization, growth, and proliferation are presented both in the normal state (development, species preservation) and the abnormal state (cancer, aging, genetic disease). The fundamentals of cellular chemistry and the chemical properties of biomolecules are also emphasized. *Prerequisite: 100 level biology course.*

230 Biotechnology: The Business of Biology (3)
Lecture 3 hrs.

An introduction to recent developments in basic biological research that are improving the existing technologies for producing food, medicines, diagnostic tools, and a vast array of other biochemicals that extend modern life. This course will provide an introduction to the basic principles of genetics, applied microbiology, agribusiness, industrial biotechnology, the ethics of biotechnology, and finally governmental policies regarding the development and regulation of biotechnology research.

240 Nutrition (3)
Lecture 3 hrs.

This course provides an introduction to both normal and clinical nutrition. It will focus on nutrients and how the body handles them. Carbohydrates, fats, proteins, vitamins, and minerals will be described, and their biochemistry and roles in the body will be covered. Particular emphasis will be given to the special nutritional needs of people throughout the life span - pregnancy, infancy, childhood, and adulthood - and also to the special needs of the body when confronted with stress and/or disease. *Prerequisite: 100 level biology course.*

300 Comparative Anatomy (4)
Lecture/Lab 6 hrs.
Two hours of lecture; four hours of lab

A comparative study of the systems of the vertebrates. *Prerequisite: 200 level biology course.*

310 Ecology (3)
Lecture/Field trips 3 hrs.

The interactions of plants and animals under various environmental conditions are emphasized in this course. The balance of nature is also considered. *Prerequisite: 200 level biology course.*

330 Pathogenic Microorganisms (4)
Lecture/Lab 5 hrs.
Three hours of lecture; two hours of lab

The epidemiology of specific diseases of virus, rickettsiae, bacteria, yeast and molds will be used to demonstrate the host-parasite relationship and responses. Laboratory will be based on isolation and identification of animal pathogens. *Prerequisite: BIO 210*

340 Parasitology (4)
Lecture/Lab 5 hrs.
Three hours of lecture; two hours of lab

A general introductory course with emphasis on the fundamentals of taxonomy, chemical compositions, morphology, development, life cycles, physiology, and ecology of animal parasites. *Prerequisite: 200 level biology course.*

450 Pathophysiology (3)

This course presents an in-depth study of the present theories of what constitutes the normal cell, the adapted cell, the injured cell, and the dead cell. The exogenous and endogenous environmental stresses that exceed the adaptive capabilities of the cells are examined. Their injury (or death) at the cellular level is then related to diseases of individual organs and to the effects these diseases have on the body as a whole. *Prerequisite: BIO 112 or BIO 206*

460 Virology (3)
Lecture 3 hrs.

The basic properties of the viruses are examined in depth, beginning with bacteriophages and following with animal and plant viruses. This information serves as the basis for analyzing the mechanisms by which viruses interact with human or with other animal and plant organisms to produce disease. The use of viruses as tools for studies in genetics, biochemistry, and molecular biology is also presented. The viruses will be considered in two parallel ways—as very interesting organisms and as agents of disease.

Prerequisite: BIO 210 or 220

471 Reading Seminar (4)
Lecture/Library 6 hrs.

Two-hour presentations, four hours of library work

Readings, discussions, and formal presentations of current research literature with evaluation of recent developments in the field of biology. Students present seminars in which they review the literature on a subject of their choice. *Prerequisite: 300 level biology course.*

499 Independent Study (2-4)

Supervised study in an area not available in regularly scheduled courses. *Prerequisite: Proposal approved by the department chair.*

BIOCHEMISTRY COURSES

302 Clinical Chemistry and Microscopy (3)

An introduction into the scientific principles and theory in clinical chemistry, instrumentation, and microscopy, including colorimetric analysis, quality control, dilutions, enzymatic determination with emphasis on basic skills. The routine analysis of urine and other body fluids will also be covered, including both the water-soluble and insoluble components, clearance calculations, kidney-functioning tests, and urine calculi analysis. *Prerequisites: 200 level biology course and CHM 107 or 113.*

403 Biochemistry I (3) **Lecture 3 hrs.**

An introduction to biochemistry. The organizing principles of cellular biochemistry are emphasized. Within this framework the structure, chemistry, and function of proteins, nucleic acids, amino acids, lipids, and basic enzyme mechanisms and bioenergetics are presented. *Prerequisites: CHM 107 or 114 and 200 level biology course.*

404 Biochemistry II (4) **Lecture/Lab 5 hrs.**

The metabolic pathways of carbohydrates, lipids, amino acids and their metabolic controls are presented. The central concepts of metabolism, the molecular basis of self-assembly, morphogenesis, and cell differentiation are stressed. Emphasis is also given to the important ultrastructural elements of the cell, neurotransmission, hormones, viruses, and nucleic acid structure and function. *Prerequisite: BCH 403*

410 Pharmacology and Toxicology (3) **Lecture 3 hrs.**

Basic principles of pharmacology are discussed, emphasizing both the normal and abnormal metabolism and physiological effects of drugs on the human body. Drug distribution and drug effects on the cardiovascular, nervous, and renal systems are emphasized. *Prerequisite: BIO 112 or 206*

CHEMISTRY

Chair: James Nugent, Ph.D.

It is the mission of the Chemistry Department to further the mission of the University through the promotion of the sciences, in order to assist students to cultivate their intellects, to ripen their capacities for right judgment, and to deepen their knowledge and expertise in the sciences. Science serves to integrate the whole educational experience through the development of a mature and informed appreciation of the patterns of the controlling immanence of God.

The Chemistry Department assists the student in acquiring knowledge and expertise in the fundamental principles and theories of inorganic, organic, physical, and analytical chemistries. In addition to graduate study and the health field, career opportunities exist for the B.S. chemist in industrial research, industrial management, hospital laboratories, crime labs, and teaching.

REQUIREMENTS FOR CHEMISTRY MAJOR LEADING TO A BACHELOR OF SCIENCE DEGREE

Students concentrating in chemistry must take a minimum of 36 semester hours in chemistry; mathematics at least through differential equations (MTH 301); and 8 semester hours in physics. Students majoring in chemistry toward a B.S. degree are not required to have a minor because of the necessity for course work in physics and Mathematics.

Required courses for Chemistry majors are CHM 113, 114 or the Advanced Chemistry Placement test (either the course work or the test are prerequisites to all upper level chemistry courses); CHM 201, 301, 302, 305, 306, 407, and 412.

REQUIREMENTS FOR CHEMISTRY MAJOR LEADING TO A BACHELOR OF ARTS DEGREE

Students who are interested in chemistry but not in further graduate study or professional training in chemistry may earn a Bachelor of Arts degree by completing 28 semester hours in chemistry. (Students are required to have a minor or a second major.) Required courses are: CHM 113, 114 or the Advanced Chemistry Placement test (either the courses or the test are prerequisites to all upper level chemistry courses), and five upper level courses.

REQUIREMENTS FOR A DOUBLE MAJOR IN CHEMISTRY AND SECONDARY EDUCATION

Required courses are CHM 113, 114, 301, 302, 305, 306, 201, 404, and 408. Students majoring in Chemistry and Secondary Education must also fulfill the requirements of the Secondary Education Department.

REQUIREMENTS FOR CHEMISTRY MINOR

Students minoring in chemistry must take a minimum of 20 semester hours. Required courses for a Chemistry minor are: CHM 113, 114, 301, 302, and 201 or 404 or 412.

NOTE: Transfer students must take at least 50% of their chemistry courses at the University.

COURSE

CREDITS

105 Basic Chemistry (2)

A review of the fundamentals of chemistry. This course is designed to re-establish a working knowledge of the concepts of scientific measurements, basic atomic theory, chemical stoichiometry, and the mole concept.

106 Principles of Chemistry I (2)

A review of the fundamentals of the solid, liquid and gaseous states, and solution chemistry. An introduction to organic chemistry including the structure, reactions, nomenclature and function of the major classes of aliphatic and aromatic compounds, to serve as a foundation for the study of the molecules of life. *Prerequisite: CHM 105*

107 Principles of Chemistry II (4) **Lecture 3hrs/Lab 2hrs.**

A study of the major classes of organic compounds having biological significance. The molecules of life, carbohydrates, lipids, proteins and others will be examined in depth and integrated into a study of their metabolism in the human body. *Prerequisite: CHM 106*

113 General Chemistry I (4) **Lecture 3hrs./Lab/3hrs.**

General Chemistry is a course designed to introduce the student to the basic principles of chemistry. Some of the topics covered are: the states of matter, changes of state, chemical equilibria, thermochemistry, solution chemistry, acid-base chemistry, oxidation-reduction reactions, coordination chemistry, organic compounds, introductory biochemistry, chemical kinetics, electrochemistry and quantum chemistry. *Prerequisite: CHM 106 or High School Chemistry.*

114 General Chemistry II (4)
Lecture 3hrs./Lab 3hrs.

A continuation of CHM 113 including qualitative inorganic analysis.
Prerequisite: CHM 113

201 Quantitative Chemistry (4)
Lecture 3hrs./Lab 3hrs.

The course is designed to introduce the student to the underlying theories involved in quantitative analysis. In addition many representative quantitative procedures are reviewed and analyzed. Some of the topics covered are: acid-base chemistry, precipitation and colloids, gravimetric methods, volumetric methods, titrations of aqueous and non-aqueous systems, complex ion formation, and equilibria in oxidation-reduction systems.
Prerequisite: CHM 114

301 Organic Chemistry I (4)
Lecture 3hrs./Lab 4hrs.

This course and CHM 302 present a study of the principal classes of carbon compounds and the mechanism of their reactions. The scope is exemplified by the material in a text similar to McMurry. *Prerequisite: CHM 114*

302 Organic Chemistry II (4)
Lecture 3hrs./Lab 4hrs.

A continuation of Chemistry 301. *Prerequisite: CHM 301*

305 Physical Chemistry I (4)
Lecture 3hrs./Lab 3hrs.

Physical Chemistry is divided into three areas: equilibrium, structure, and change. Equilibrium focuses on the states of matter and those relationships that best describe these states, including the laws of thermodynamics, changes of state, and equilibrium electrochemistry. Structure deals with the theories of atomic and molecular structure and the methods used to determine it. This area includes quantum theory, spectroscopy, resonance techniques, and diffraction methods. Change focuses on molecular transformations and includes the study of chemical kinetics and molecular reaction dynamics. *Prerequisites: CHM 113, 114*

306 Physical Chemistry II (4)
Lecture 3hrs./Lab 3hrs.

A continuation of CHM 305. *Prerequisite: CHM 305*

404 Biochemistry (4)
Lecture 3hrs./Lab 3hrs.

A study of the chemistry of living organisms. The course will address as major topics biomolecules, bioenergetics, and metabolism; human biochemistry; and molecular genetics. The scope will be similar to that described in texts by Lehninger, McGilvery, or Stryker.
Prerequisite: CHM 302

405 Introduction to Research I (4)

This course is a pre-research course offering training in the use of the chemical library. It also includes individual study in some problem areas of chemistry.

406 Introduction to Research II (4)

A continuation of CHM 405. *Prerequisite: CHM 405*

407 Qualitative Organic Analysis (4)
Lecture 1hr./Lab 9hrs.

A systematic study of the identification of typical organic compounds and the separation of mixtures. Both classical methods and instrumental techniques will be used. A text similar to Shriner and Fuson, 6th ed. will be used. *Prerequisite: CHM 302*

408 Inorganic Chemistry (4)
Lecture 3hrs./Lab 3hrs.

Inorganic chemistry begins with a discussion of atomic structure and the forces that hold atoms and molecules together, including ionic and covalent bonding. The chemistry of liquid systems, especially aqueous and non-aqueous solutions and acid-base chemistry, follows. Coordination chemistry including reactions, kinetics, and mechanisms is a good starting point to introduce the student to transition metal and organo-metallic chemistry. The course is completed with a discussion of rings, chains, cages, and clusters, the halogens and the noble gases. *Prerequisite: CHM 114*

410 Advanced Physical Chemistry (3)
Lecture 3hrs.

Advanced physical chemistry is especially designed for a study of the modern concepts of quantum chemistry. The course begins with a review of the classical theory of vibrating systems and their mathematical description. This serves as a basis for a study of the general principles of quantum mechanics, including the application to atomic and molecular systems. Applications to light and optics are discussed. *Prerequisite: CHM 306*

412 Instrumental Analysis (4)
Lecture 3hrs./Lab 3hrs.

This course covers four main areas of instrumental methods: optical, electrical, chromatographic, and miscellaneous. The optical methods include UV-Visible spectrophotometry, IR spectroscopy, atomic absorption, and flame emission spectrophotometry, fluorescence and phosphorescence, turbidmetry and nephelometry. The electrical methods include potentiometry, conductivity, amperometric and polarographic methods, and electrogravimetry. The chromatographic methods include HPLC and Gas Chromatography. The miscellaneous methods vary but generally include mass spectrometry, GC-MS, X-ray fluorescence and X-ray diffraction, and automated methods in chemistry. *Prerequisite: CHM 114*

420 Advanced Organic Chemistry (3)
Lecture 3hrs.

A study of the mechanisms of homogeneous organic reactions. *Prerequisite: CHM 302*

499 Independent Study (3)

PHYSICS

101-102 General Physics I, II (4),(4) Lecture 3hrs./Lab 3hrs.

This course introduces the student to the basic principles of physics and includes discussions of electricity and magnetism, light and optics, mechanics, heat, sound, and atomic and nuclear physics.

SCIENCE

101 General Science (3)

This course was designed to provide the student with sufficient general science background to pursue course work in earth science or forensic science. The course includes a discussion of the physical properties of matter and methods for performing organic and inorganic analysis.

102 Forensic Science (3)

A course to familiarize the student with the capabilities, techniques, and limitations of the crime laboratory. These include emission spectrometry, chromatography, atomic absorption spectrophotometry, neutron activation analysis, and X-ray diffraction. A discussion regarding physical optics, especially as related to the microscope, is included. These basic principles are applied to the detection and identification of hair, paint, fibers, and drugs. A discussion of forensic serology and fingerprinting is included. Applications in the area of firearms, and of document and voice examination are included.
Prerequisites: SCI 101 or CHM 107, 108 or PHY 101, 102

103 Physical Science (3)

Physical science is a course designed to study the universe we live in from a scientific viewpoint. The course will vividly demonstrate that the world of physical science is not an alien one but a world we all know, expressed in ideas that are sprinkled liberally with insight. Some of the topics discussed are how science views the world; space science; the physical and chemical atom; electricity, magnetism, and high energy physics.

104 Earth Science (3)

A study of the earth, to include its place in the universe (basic astronomy concepts); and the forces that have shaped it, to include its origin and development and those processes that are now or have been at work upon its surface and interior (geology concepts which also include rocks, minerals, earthquakes, plate tectonics and volcanoes). Lastly, a study of the earth's oceans and how they relate to its continents, tides, circulation, and weather formation.

105 Chemical Science

(3)

This course introduces non-science majors to chemical principles from a laboratory perspective. In this approach, the student observes chemical characteristics and reactivity in a laboratory setting. The results of these observations are then closely scrutinized to extract the ideas of chemical behavior.

201 Science and the Business Environment

(3)

This course seeks to acquaint the student with the language, methods, goals, and limitations of science as it specifically applies to the business environment. Upon completion of the course, the student should be able to use communications from scientists and engineers to help formulate business decisions. *Prerequisite: MTH 191*



ECONOMICS

Chair: Victor Lux Tonn, Ph.D.

Within the context of the University's mission the Economics Department prepares majors and minors in economics for their careers and provides services for students of other majors. The overall objective of the curriculum is to develop students' analytical abilities and to raise their social consciousness so that they can better serve themselves and their society. For those students majoring in economics, the curriculum not only prepares them for graduate study in economics, but also equips them for careers in professions related to economics. In its supportive role, the curriculum assists other majors in acquiring concepts, skills, and knowledge necessary in understanding management and other social science subjects as well as socioeconomic events and behavioral patterns in the world.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN ECONOMICS

For students majoring in Economics, the required courses in Economics are ECN 201, 202, 207, 210, 305, 407, 411, 415, 417, 471, 475, 490. In addition, the following courses are also required: ACC 101, 102; CSC 223, 224 (or ISS 201, 202); MGT 120, 403, 490; MTH 201, 202 (or MTH 191,192), and ECN 207. This course work drawn from other disciplines may be applied to fulfill part of the University's General Education Requirements. Students preparing for graduate study in economics are strongly recommended to take MTH 211, 301. Students are expected to refer to the Academic Advising Handbook for the suggested four-year program of studies and to come to the Economics Department for questions concerning requirements for the major.

REQUIREMENTS FOR THE BACHELOR OF ARTS IN ECONOMICS

Students who are interested in humanistic economics may pursue this track. The total departmental requirements are ten economics courses, which must include ECN 201, 202, 305, 475 (or 490) but exclude ECN 100. In addition, each student must choose one of the following three options:

- i. Taking ECN 363, 411.
- ii. Taking ECN 320, 412, 477.
- iii. Taking ECN 411, 414, 417.

REQUIREMENTS FOR THE ECONOMICS MINOR

Students minoring in Economics must complete ECN 201, 202, and two Economics electives from 300 and 400 level courses.

REQUIREMENTS FOR THE MINOR IN ECONOMICS AND FINANCE

Students minoring in Economics and Finance must complete ECN 201, 202, 305, one course from ECN 411, 414, 415, 417, and two courses from ECN 378, 412, 477, in addition to ACC 101, 102, ISS 201, and MGT 311, 320.

COURSES

CREDIT

100 Economics - The Individual and the World (3)

To study the interrelations between the individual and world economics. Basic analysis and its application to current issues will be treated. Topics include comparative economic systems, consumer economics, production, macroeconomics, global economy, and related sociopolitical economy.

101 Economic Principles I (3)

A survey of economic systems, American capitalism, market structures and mechanism, macroeconomic measurements and theories. Current economic topics are used to illustrate the theories.

102 Economic Principles II (3)

An examination of economic behavior of households, firms, and industries in both product and resource markets. Current economic topics are used to illustrate the theories. *Prerequisite: ECN 101, or permission of instructor.*

201 Macroeconomics (3)

An analysis of factors determining the level of income and employment as well as the rate of inflation and growth. The use of monetary and fiscal policy for stabilizing the economy and for accelerating growth is also addressed. *Prerequisite: ECN 102, or permission of instructor.*

202 Microeconomics (3)

A study of demand and supply of consumer products and economic resources under different market structures. General equilibrium and welfare economics are also discussed. *Prerequisite: ECN 102, or permission of instructor.*

207 Quantitative Methods (3)

The course is an introduction to the analytic methods of operation research. Topics include linear programming, decision making under uncertainty, forecasting, queuing, and inventory systems. Computer application is stressed. *Prerequisite: MTH 111, or permission of instructor.*

- 210 Statistics in Economics and Business (3)**
The theory and application of statistics for economic and business decisions are examined with emphasis on summary measures, measures of dispersion, probability concepts, sampling techniques, hypothesis testing, estimation, and other selected topics. *Prerequisite: STA 200, or permission of instructor.*
- 305 Money and Banking (3)**
A study of commercial banking and operations of other types of financial institutions, financial markets, the Federal Reserve System, monetary theories, and monetary policy. *Prerequisite: ECN 102, or permission of instructor.*
- 320 Introduction to Financial Economics (3)**
A study of basic concepts of finance utilizing analytical skills developed in ECN 202. A detailed development of microeconomics. *Prerequisite: ECN 202, or permission of instructor.*
- 363 Economics of Organizations (3)**
A study of microeconomic organizations of firms and macroeconomic organizations of national systems. Global issues will also be studied. *Prerequisites: ECN 201 and 202 or permission of instructor.*
- 407 Econometrics I (3)**
The course introduces to students the fundamentals of econometric methods. Topics include linear model, violations of classical assumptions, hypothesis testing, forecasting, and computer applications. *Prerequisites: ECN 102, 210, and MTH 201 (or 191), or permission of instructor.*
- 408 Econometrics II (3)**
Advanced study of the econometric theory. Topics include general linear model, simultaneous equation methods, time series analysis, and applied research techniques. Special emphasis is placed upon critically evaluating and reporting results. *Prerequisites: ECN 407 and MTH 201 (or 191), or permission of instructor.*
- 411 International Trade and Global Corporations (3)**
A study of the determinants and patterns of international trade, tariffs, and other barriers to trade, international trade organizations, multinational corporations, and international finance. *Prerequisites: ECN 201 and 202*
- 412 International Finance and Investments (3)**
A detailed study of the balance of payments, international capital movement, international monetary standards, exchange control, international financial institutions, international financial markets, international investments, and related topics. *Prerequisite: ECN 411, or permission of instructor.*
- 414 Comparative Economic Systems (3)**
A comparison of organizational structure, market or planning mechanisms, centralized or decentralized decision-making processes, and the performance and problems in various countries of different economic systems.

- 415 Economic Growth and Development (3)**
Study of the theories of economic growth and development, and analysis of the problems of economic development utilizing theoretical tools and data derived from particular countries and groups of countries.
- 417 Economic History/Contemporary Economies (3)**
Study of the economic history and/or contemporary economy of selected nations. Their economic growth, structural changes, policy issues, and strategic options will be examined, and the impact of different sociopolitical and international backgrounds on the evolution of their economic systems will be investigated. Topical focus may vary in different offerings.
- 420 Financial Institutions and Information (3)**
Investigate the role of money and the structure of financial intermediaries in detail and examining the interplay between financial markets, flows of information, and optimal hedging against risk and uncertainty. *Prerequisites: ECN 201 and 202, or permission of instructor.*
- 471 Mathematical Economics (3)**
A fundamental exposition of static and dynamic economic analysis by the use of mathematical tools. Topics include consumption, production, market stability, and growth. *Prerequisites: ECN 202 and MTH 202 (or 192), or permission of instructor.*
- 475 Global Economics and Economic Thought (3)**
A study of the history of economic thought and the comparative economics of the world. The focus is upon the comparative study of sociopolitical economy, theories of firms, macroeconomics, growth policy, and strategic planning. Specific coverage may vary in subsequent offerings. *Prerequisites: ECN 201 and 202, or permission of instructor.*
- 477 Theory of Finance (3)**
Study of the efficiency of sequential disequilibria of financial markets and the fundamental principles of financial strategies. *Prerequisite: ECN 305, or permission of instructor.*
- 490 Public Finance and Public Policy Analysis (3)**
The seminar for discussion and analysis of topical issues in public finance, macroeconomic policies, microeconomic policies, business, finance and other related areas. Specific coverage may vary over different offerings. *Prerequisites: ECN 201 and 202, or permission of instructor.*
- 499 Special Topics in Economics and Finance (3)**
Course of particular interest arising from special circumstances and/or advanced study of areas pertinent to the department's commitment to quality course offering. Topics vary in different offerings. *Prerequisite: Depending upon the content of course offering.*

EDUCATION

Coordinator of Teacher Education Programs: Mary C. O'Brien, Ed.D.

Department Chairs:

Elementary Education: Camille A. Allen, Ph.D.

Secondary Education: Elizabeth A. McAuliffe, RSM, Ed.D.

Special Education: Alice T. Graham, Ph.D.

Within the context of the University's mission, faculty in the Elementary, Secondary, and Special Education Departments define their twofold mission: to collaborate with the University's educational community to prepare broadly educated persons who seek truth, think critically, and communicate effectively; and to collaborate among the three departments and outside community to prepare professionally competent educators for service to elementary, secondary, and special needs students. The departments also prepare students for related careers in other institutions and agencies as well as for graduate study.

The departments have designed a curriculum with four major components: a general, liberal, and humanistic education; a content-oriented curriculum in the academic disciplines to be taught; a comprehensive study of pedagogy, including foundational studies and specialized pedagogical knowledge; and a program of expanding field experience that culminates in student teaching.

Students are responsible for the updated curriculum, guidelines, and requirements as clarified and promulgated through the Academic Advising Handbook, the Teacher Education Programs Handbook, and the Teacher Education Programs Student Teaching Handbook. Changes in state requirements for teacher certification may necessitate program changes.

ELEMENTARY EDUCATION

CERTIFICATION OF ELEMENTARY EDUCATION MAJORS

Eligibility for Rhode Island Elementary Teaching Certification is dependent upon two criteria: the successful completion of the elementary education curriculum; and the satisfactory completion of the core battery of the National Teacher Exam (NTE). This certification is valid for teaching in grades one through eight, except where grades seven and eight are organized on the middle or secondary school plan; in this latter case, the certificate is valid for grades one through six. The Elementary Education Program is approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC) which makes the certification reciprocal in approximately 20 states.

Students seeking certification in states other than Rhode Island should consult those State Departments of Education for their specific certification requirements. Elementary Education majors from states other than Rhode Island should be aware that some states require a content area or interdisciplinary major in addition to elementary education.

REQUIREMENTS FOR MAJOR LEADING TO A BACHELOR OF SCIENCE DEGREE

Required courses for all majors in Elementary Education are as follows: EDC 090, 190, 101, 210, 214, 230, 300, 301, 302, 305, 316, 321, and 430 or 431.

In addition, students in Elementary Education are required to complete the following courses in other disciplines: ENG 101 and 102; MTH 191 and 195; BIO 110 and 130, SCI 103 and 104; HIS 110, a course in non-western culture; six credits of a foreign language; GEO 210; PHL 120; SED 110 and 315; RST as outlined in the catalog; and three credits in a combination of art/music/theatre.

COURSES

CREDITS

080-089 Special Topics Workshops

(1)

These elective workshops are scheduled to address issues of current concern to teachers, such as "Challenges of Teaching At-Risk Children and Teenagers, K-12," "Sex Education, K-12," and "Teaching the Dangers of Alcohol and Drugs. *Prerequisite: Junior or Senior Standing.*

090	Substance Abuse: Information, Identification, and Prevention	(1)
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This one-credit course is designed to give elementary and secondary education students a basic understanding of effective drug prevention education. A foundation of factual information about drugs, the disease of chemical dependency, and the family dynamics of the disease will be presented. The essential components of school-based prevention and intervention programming will also be examined.

101	Introduction to American Education	(3)
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This course provides a broad and comprehensive overview of the philosophical, historical, political, economic, legal, and social foundations of education in the United States. It also addresses teaching as a profession and the role of the school in a changing society. Classroom observation is required.

190 Teaching Physical Education and Health (1)

This course is designed to provide the education major with basic understandings of the need and value of physical education and health in the school setting.

210	Theories of Learning and Teaching/Foundational Methods Course	(3)
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This course is designed to identify, describe, evaluate, and apply the major theories and principles of learning and teaching as well as the relationships among them. Major teaching methods will be examined in the light of learning/teaching theories and principles appropriate to all the subjects of the elementary school curriculum. Classroom observation is a requirement.

214 Measurement and Evaluation in Education (3)

This course provides a study of the basic principles and methods used: (1) to construct satisfactory measuring instruments in the social sciences, education in particular, and to evaluate measuring instruments from the reliability and validity points of view; (2) to identify the roles of measurement procedures in appropriate decision making concerning instruction, selection, placement, career, and research processes; and (3) to apply criteria for the evaluation and selection of standardized tests of general and specific aptitudes, intelligence, achievement, interests, personality, and attitudes.

230	Human Growth and Development/Child and Adolescent Development Included	(3)
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This course provides an interdisciplinary approach to the whole process of human growth from conception until death, exploring the physiological, emotional, cognitive, social, moral, religious, and total personality growth within each stage of the life span. Typical patterns of growth, motivation, and behavior, and the developmental tasks of each life stage, with relative emphasis on childhood and adolescence are discussed. The roles of self-concept, self-esteem, and interpersonal relationships in personal development are explored. Barriers to human growth, such as substance abuse and STDs, are examined.

300 Philosophies of Education/Foundations of Education (3)

This course provides an overview of philosophical perspectives from historical, psychological, and sociological aspects. Representative selections from the major philosophers of each time period are studied with a view to understanding various perceptions of the nature of the human person and their impact on the curriculum, the teaching-learning processes, and methods of teaching. (Meets Philosophy General Education Requirement)
Prerequisite: Official acceptance into one of the Education Departments.

**301 Teaching Reading and Language Arts/
Elementary: Content and Methods (4)**

This course integrates content, methods, and materials for instruction in elementary school reading and language arts. Topics include whole language, word recognition, comprehension, study skills, content area reading, children's literature, and the writing process. Emphasis is placed on the communication skills and their integration into the entire curriculum. Field experience plays an integral part in this course. *Prerequisite: Official acceptance into the Elementary Education Department.*

302 Educational Technologies Workshop (1)

This course investigates educational technology as a means for improving the teaching/learning process. In addition to instruction in the application of the more traditional audiovisual equipment, students working in a laboratory setting will gain competence with a number of educational applications of microcomputers. *Prerequisite: Junior or Senior standing.*

**305 Teaching Social Studies/Elementary: Content and
Methods (3)**

This course integrates social studies content, methods, and materials for instruction at the elementary school level. Topics addressed include values and attitudes, the social sciences, current affairs, global studies, map and globe skills, and social concerns (minorities, sex equity studies, heritage studies, energy and environmental education). Some time is given to field experiences. *Prerequisite: Official acceptance into the Elementary Education Department.*

316 Teaching the Fine Arts (1)

These workshops deal with the basic theories of the fine arts (art, music, and drama) and the methodologies to teach them in the elementary classroom. *Prerequisite: Official acceptance into the Elementary Education Department.*

**321 Teaching Mathematics and Science/Elementary:
Content and Methods (4)**

Through a variety of hands-on experiences in problem solving, integrating the curriculum, and inquiry teaching, students in this course develop skills in teaching mathematics and science content for students in 1-6. Emphasis is placed on current knowledge and methodology in mathematics and in the biological, earth, and physical sciences. Health and nutrition topics are also developed. In addition, field experiences provide an opportunity for students to demonstrate attainment of math and science teaching skills. *Prerequisite: Official acceptance into the Elementary Education Department.*

330 Integrated Field Experience/Elementary Education (3)

This elective course provides a concentrated two-week assignment to an elementary school site where students gain an overview of elementary school curriculum and instruction. To insure January placement, students electing to take this course must file an application with the Elementary Education Department by October 1 of their junior year. *Prerequisite: Minimum of two methods courses, and acceptance into the Elementary Education Department.*

399 Special Topics (1-3)

This course offers in-depth study selected from areas of general current interest or need in the field of Education.

430 Student Teaching at the Elementary School Level/Seminar (6)

Student Teaching is a full-time assignment under the supervision of a Cooperating Teacher and the University Supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties. During this time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as individualized conferences with the Cooperating Teacher and University Supervisor. This course is for students who are majoring in Elementary and Special Education. *Prerequisite: Official acceptance to student teaching.*

431 Student Teaching at the Elementary School Level/Seminar (12)

Student Teaching is a full-time assignment under the supervision of a Cooperating Teacher and the University Supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties. During this time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as individualized conferences with the Cooperating Teacher and University Supervisor. *Prerequisite: Official acceptance to student teaching.*

480 Senior Partnership (3)

This elective course provides experienced education majors the opportunity to utilize their teaching, management, creative, and interpersonal skills in the development and implementation of educational programs to service the local community. *Prerequisites: Successful completion of student teaching and the recommendation of the University Supervisor.*

490 Internship (3)

Apart from the elective integrated field experience course in the Junior year and the student teaching program in the Senior year, an internship may be arranged in the field of education, either in or outside of the regular two-semester academic year. This internship is coordinated with the Career Planning Office. *Prerequisite: Official acceptance into the Elementary Education Department.*

499 Independent Study

(1-3)

This course permits individual students to examine, in depth, a subject area of their choice, that may not be offered in the regular curriculum. The course objectives, outline, and requirements for the topic selected must be arranged in advance and approved by both the Elementary Education Chair and the faculty member.

SECONDARY EDUCATION

The Secondary Education Program is approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC) in the following academic areas: Biology, Chemistry, English, French, History, Mathematics, Spanish and Theatre. This makes students eligible for initial teacher certification (7-12) in Rhode Island and approximately 20 states belonging to the Interstate Compact. Students who seek initial certification in states other than those belonging to the Interstate Compact should consult those State Departments of Education for their specific certification requirements.

CERTIFICATION INFORMATION

Eligibility for Rhode Island Secondary Teaching Certification (7-12) is dependent upon three (3) criteria: (1) the successful completion of an academic major in one of the NASDTEC approved areas; (2) the successful completion of the secondary education curriculum; and (3) the satisfactory completion of the core battery of the National Teacher Exam (NTE).

Holders of secondary school certificates may obtain an endorsement to teach their specific subjects in the middle school (5-8) by completing six (6) semester hours of approved study; such study includes (1) child psychology and (2) either methods of teaching the subject in the elementary/middle school or middle school curriculum, or methods of teaching reading.

REQUIREMENTS FOR MAJOR IN SECONDARY EDUCATION LEADING TO A BACHELOR OF ARTS AND SCIENCES DEGREE

Students majoring in Secondary Education must successfully complete thirty-seven (37) semester hours in the following required education courses: SCD 090, 214, 218, 230, 300, 312, 320, 410, 441, and SED 210. Within the general education requirements, Secondary Education students should register for BIO 110 and HIS110. Secondary Education students should consult the appropriate section of the Catalog for the requirements in the academic area in which they intend to major.

NOTE: A limit of 4 courses may be transferred to the Secondary Education curriculum for a major in secondary education with the approval of the department chair.

REQUIREMENTS FOR A MINOR IN SECONDARY EDUCATION

Students who wish to minor in Secondary Education must complete eighteen (18) credit hours in the following courses: SCD101, 218, 230, 300, 320, and SED 210. Students who minor in Secondary Education are not eligible for a Rhode Island Teaching Certificate.

NOTE: A limit of 3 courses may be transferred to the Secondary Education curriculum for a minor in Secondary Education with the approval of the department chair.

COURSES

CREDITS

088-089 Special Topics Workshops

(1)

Workshops will be scheduled to address issues of current concern to teachers. These workshops will be designed as electives for Junior and Senior majors in Secondary Education.

/EDC 090 Substance Abuse: Information, Identification, and Prevention

(1)

This one-credit course is designed to give elementary and secondary education students a basic understanding of effective drug prevention education. A foundation of factual information about drugs, the disease of chemical dependency, and the family dynamics of the disease will be presented. The essential components of school-based prevention and intervention programming will also be examined.

/EDC 101 Introduction to American Education

(3)

This course provides a broad and comprehensive overview of the philosophical, historical, political, economic, legal, and social foundations of education in the United States. It also addresses teaching as a profession and the role of the school in a changing society. Classroom observation is required.

/EDC 214 Measurement and Evaluation in Education

(3)

A study of the basic principles and methods used (1) to construct satisfactory measuring instruments in the social sciences, education in particular, and to evaluate measuring instruments from the reliability and validity points of view; (2) to identify the roles of measurement procedures in appropriate decision making concerning instruction, selection, placement, career, and research processes; and (3) to apply criteria for the evaluation and selection of standardized tests of general and specific aptitudes, intelligence, achievement, interests, personality, and attitudes.

218 Secondary Teaching: Theories and Methods (3)

Various teaching methods will be examined in the light of the major learning/teaching theories and principles. Emphasis will be given to cultural diversity, multicultural education, and the impact of technology on the instructional process. Reflective teaching sessions will focus on the application of instructional strategies to specific content areas. Classroom field experience is a required component.

/EDC 230 Human Growth and Development/ Child and Adolescent Development Included (3)

This course provides an interdisciplinary approach to the whole process of human growth from conception until death, exploring the physiological, emotional, cognitive, social, moral, religious, and total personality growth within each stage of the life span. Typical patterns of growth, motivation, and behavior, and the developmental tasks of each life stage, with relative emphasis on childhood and adolescence are discussed. The roles of self-concept, self-esteem, and interpersonal relationships in personal development are explored. Barriers to human growth, such as substance abuse and STDs, are examined.

/EDC 300 Philosophies of Education/Foundations of Education (3)

This course provides an overview of philosophical perspectives from historical, psychological, and sociological aspects. Representative selections from the major philosophers of each time period are studied with a view to understanding various perceptions of the nature of the human person and their impact on the curriculum, the teaching-learning processes, and methods of teaching. (Meets Philosophy General Education Requirement)
Prerequisite: Official acceptance into one of the Education Departments.

312 Teaching Reading in the Content Area (3)

This course is designed to instruct future teachers in the use of methods and materials in teaching students to strengthen their reading skills within the various content areas of the junior or middle and secondary school curriculum. Classroom field experience is a required component.

320 Curriculum Design and Decision Making (3)

As professionals, middle and secondary school teachers need to make decisions about adapting curriculum materials to specific content and learners. In this course, students will learn how to create units of study from published curriculum materials using curriculum design techniques. Classroom field experience is a required component.

340 Integrated Field Experience (3)

This elective course provides a concentrated two-week assignment to a secondary school site where students gain an overview of secondary school curriculum and instruction. To register for this course students must have gained formal acceptance to the Secondary Education Program. To ensure placement, students electing to take this course must file an application with the department by October 1 of their junior year.

399 Special Topics

(1-3)

This course offers in-depth study selected from areas of general current interest in the educational field.

410 Classroom Management in the Secondary School

(3)

Effective classroom management requires careful planning. In this course students learn strategies to facilitate the creation of a classroom environment which is conducive to learning. Use of simulations and case studies provide an opportunity for students to apply the strategies which they have learned. Classroom field experience is a required component.

441 Student Teaching/Seminar

(12)

This fifteen-week experience is a full-time assignment under the supervision of a Cooperating Teacher and a University Supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties. During this time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the Cooperating Teacher and University Supervisor. *Prerequisites: Completion of all required courses.*

490 Internship

(3)

Apart from the integrated field experience course in the Junior year and the student teaching experience in the Senior year, an internship may be arranged in the field of education, by majors in secondary education, either in or outside of the regular two-semester academic year. This internship is coordinated with the Career Planning Office.

499 Independent Study

(1-3)

This supervised study is intended to permit individual students to examine in depth a subject area of their choice that may not be offered in the regular curriculum. Written proposals for independent study must include goal(s), objectives, outline of the intended study content, means of assessment, and must be submitted in advance and receive approval of the department chair and supervising teacher.

SPECIAL EDUCATION

CERTIFICATION OF SPECIAL EDUCATION MAJORS

A Special Education major who has successfully completed the required Special Education and Elementary Education coursework and obtained the Rhode Island designated scores on the National Teacher Exam is then eligible to apply for Rhode Island State Teacher Certification. The Special Education major may apply for a Certificate at the Elementary Level and for either a Certificate for 1) Special Educator: Mild/Moderate Disabilities Elementary and Middle School Level or 2) Resource Teacher: Mild Disabilities Elementary Level. The appropriate special education coursework and the student teaching placement determines eligibility for either of the two above mentioned certificates.

The Special Education Program is approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC) which allows for reciprocity of certification in approximately 20 states. Students seeking certification in states other than Rhode Island should consult those State Departments of Education for their specific certification requirements.

REQUIREMENTS FOR MAJOR

Required courses for all majors in Special Education include the following 33 credits: SED 110, 212, 225, 305, 310, 315, 331, 332, 350, and 410. Those majors seeking certification for Resource Teacher also need SED 360.

Special Education majors are also required to have a major in Elementary Education by taking the following 36 credits: EDC 090, 101, 190, 210, 214, 230, 300, 301, 302, 305, 316, 321, and 430.

In addition, Special Education majors are required to complete the following 48 credits in General Education: ENG 101 and 102; MTH 111 and 170; BIO 110; SCI 103 or 104; HIS 110; GEO 210; PHL 120; RST 100 and 120, and three additional credits in religion, six credits in a modern foreign language; three credits in a combination of art/music/theatre and three credits in non-western culture.

REQUIREMENTS FOR MINOR

Students minoring in Special Education with a major in Elementary Education are required to take a minimum of 18 credits in Special Education including SED 110, 212, 225, 315, 332, and 350. Students minoring in Special Education with a major other than Elementary Education are required to take a minimum of 18 credits in Special Education including SED 110, SED 212, and SED 225. The additional required credits should be approved by the department chair.

COURSES**CREDITS****090 Sign Language I (1)**

This elective course provides students with an introduction to American Sign Language. Background information on hearing impairments is also presented.

091 Sign Language II (1)

This elective course follows Sign Language 1. Students further develop their skills in American Sign Language. *Prerequisite: SED 090*

099 Learning Unlimited (1)

This elective course gives students the opportunity to provide enriching experiences to developmentally delayed adults. Students receive training prior to working with the developmentally delayed adults. Assistance in the planning and implementation of the experiences is provided throughout the course.

110 Introduction to Exceptional Children (3)

This course introduces different types of exceptional children and adolescents. The impact of the exceptionality on how students learn is discussed. Identification, etiology, prognosis, special education services, historical information, and national laws, policies, and procedures are also investigated.

212 Characteristics of Exceptional Children (3)

This course emphasizes the characteristics of exceptional children and adolescents as well as educational programming in the least restrictive environment for these students. The characteristics of exceptionality are discussed in relation to learning styles, teaching styles, and program development. Individualized Education Plans and logically ordered instructional and multi-disciplinary approaches are also reviewed. *Prerequisite: SED 110*

225 Language Development and Communication Problems of Children (3)

This course presents processes in the development of language in children. Characteristics and factors affecting normal language development and use are presented along with assessment strategies and techniques for enhancing language competence in exceptional children. Emphasis is placed on students with mild and mild/moderate disabilities. The relationship between language and academic performance is examined as well as the origin, nature, and management of classical communication disorders.

300 Introduction to Young Children with Special Needs: (3)
Birth through Preschool Years

This elective course presents an overview of early childhood special education. Etiology, identification, assessment, and intervention for infants and preschoolers with varying degrees and types of disability are discussed. The relationship between these children and their families is explored. An historical review of infant/toddler programs provides a framework for consideration of current public policies and procedures including ethical issues. Programs across a variety of settings and service delivery systems are surveyed.

305 Curriculum, Methodology, and Assessment for (3)
Students with Mild (Elementary Level) and Mild/Moderate
(Elementary and Middle School Level) Disabilities I

This course emphasizes curriculum, instructional methods, and assessment of students with mild or mild/moderate disabilities. A variety of logically ordered instructional approaches are reviewed. Environmental adaptations necessary for individual and group instruction are discussed. Individualized Education Plans are reviewed. *Prerequisite: Official Acceptance into the Special Education Department.*

310 Curriculum, Methodology, and Assessment for (3)
Students with Mild (Elementary Level) and Mild/Moderate
(Elementary and Middle School Level) Disabilities II

This course continues to emphasize curriculum, instructional methods, and assessment of students with mild or mild/moderate disabilities focusing on students with emotional and behavioral problems. Assessment data is used to develop and implement logically ordered instructional approaches and is integrated into the Individualized Education Plan. During field experiences, opportunities are provided to use materials and make adaptations for individual and small group learning activities. *Prerequisite: SED 305*

315 Teaching Reading to Children with Special Needs (3)

Identification of reading problems by means of informal and formal instruments or techniques is explored. This course also provides methodologies and reading strategies to help students reach their reading potential and be able to cope with their classroom assignments. Field experience is included. *Prerequisite: EDC 301*

331 Assessment Procedures for Students with (3)
Disabilities

Emphasis is given to principles and procedures of educational assessment of students with Mild(Elementary Level) and Mild/Moderate (Elementary and Middle School Level) Disabilities. The development, selection, administration, and interpretation of formal and informal assessment devices to assess a student's educational development are reviewed. The translation of this information into individualized education plans and teaching strategies is also presented. *Prerequisite: Official Acceptance into the Special Education Department.*

332 Principles and Procedures for Behavior and Classroom Management (3)

Effective classroom and behavior management strategies with emphasis on students with Mild Disabilities (Elementary Level) and Mild/Moderate Disabilities (Elementary and Middle School Level) are considered. Individual and group management strategies using a variety of techniques based upon behavioral, cognitive, and humanistic psychological theories are presented. Implications of management strategies in the mainstreamed classroom are also investigated. *Prerequisite: Official Acceptance into one of the Education Departments.*

350 Home/School Relations (3)

This course emphasizes effective strategies for communication with parents, students, and professional personnel regarding assessment and the subsequent planning, development, and implementation of a student's program. The course focuses on students with special needs, with an emphasis on Mild/Moderate Disabilities (Elementary and Middle School Level). *Prerequisite: Official acceptance into the Special Education Department or Special Education minor.*

360 Resource Models and Programming (3)

Resource models for servicing students with mild disabilities, elementary level, are presented. Emphasis is given to the roles of the resource teacher, different types of resource program design, and effective resource program implementation strategies. Communication strategies including consultation, collaboration, and problem solving are explored. *Prerequisite: Official acceptance into the Special Education Department or Special Education minor.*

399 Special Topics (1-3)

This course offers in-depth study selected from areas of general current interest or need in the field of Special Education.

410 Student Teaching in Special Education (6)

Student teaching is a full-time assignment under the supervision of a Cooperating Teacher and University Supervisor. The setting is with an experienced teacher who is either a Special Educator: Mild/Moderate Disabilities (Elementary and Middle School Level) or Resource Teacher: Mild Disabilities (Elementary Level). The student will gradually assume full responsibility for teaching in the assigned program. The students are required to follow the calendar of the school to which they have been assigned while student teaching. A weekly seminar is required during which time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process. Two hundred clock hours are required. As innovations are implemented in the placement settings, students will be participating in an increasing variety of educational environments. *Prerequisite: Official Acceptance to Student Teaching*

499 Independent Study (1-3)

This course is intended to permit individual students to examine in depth a subject area related to Special Education that is not offered in the regular curriculum.

ENGLISH DEPARTMENT

Chair: Joan David, Ph.D.

The English Department, by the nature of its commitment to language and literature, endeavors to make concrete and significant the mission of the University within the context of a curriculum designed to develop the art of critical thinking and to enrich the comprehension and perspective of its students as they aspire to truth and excellence in all areas of public and private life. This commitment is expressed in a twofold way: through the department's contribution to the University's core requirements and through its own programs as a University major in the liberal arts tradition.

In its core courses, ENG101, 102, and 201, the department strives to enable all University students to achieve basic competence in reading, writing, listening, and speaking skills. By progressively reviewing the basics of English usage, gaining experience in written and oral communication, and engaging in the processes involved in producing the library paper, students are grounded in those skills needed for success in both college and career. In addition, through the close and careful reading of literature, students are led to a broader, fuller, more compassionate understanding of the human condition and a heightened sense of personal responsibility.

THE ENGLISH MAJOR

A degree in English is among the most versatile a student can earn. The creative, critical, and perceptual skills it fosters prepare the student for graduate study and for a variety of rewarding careers in such fields as law, business, government, education, journalism, advertising, and publishing.

The student majoring in English may choose among four options: English/Literature, English/Professional Writing, English/Journalism, and English/Speech Communication. Although discrete by definition, each is committed to the study of outstanding literature, and all work together in providing the English major with a dynamic interchange of approaches and ideas. Forty-three (43) semester hours are required of the English major. Students considering the English major should contact the department early in their college careers to discuss goals, sequence of courses, and the department requirements.

The English/Literature major, in its complex of required and complementary elective courses, progressively offers the students the opportunity to develop an appreciation of the cultural heritage of American, British, and comparative literature; to grasp the principles of literary theory and criticism; to increase written and oral skills; to investigate the major genres and periods of American and British literature; and, on its higher levels, to apply the results of the progressive experience in seminar situations which demand problem-solving skills and refined research techniques. The experience of the English/Literature majors culminates in the year-long senior seminar, when, as a group, in concert with all members of the departmental faculty, they engage in a comprehensive review of the discipline and, as individuals, in the study of a major literary topic culminating in the oral presentation and defense of their theses.

The English/Professional Writing, English/Journalism, and English/Speech Communication majors concentrate on developing skills required of those who plan careers in journalism, public relations, technical writing, and related fields. The goal of the programs is to give the students a strong theoretical foundation in the respective disciplines coupled with practical experience through projects and internships. Students accepted into these programs must bear in mind that they are indeed English majors committed to developing a sense of cultural and literary history, an appreciation of literary values, and a commanding grasp of important authors, works, and periods of American and English literature. Their experience also culminates in a year-long comprehensive view and the production of a major paper for oral defense.

REQUIREMENTS FOR THE ENGLISH MAJOR WITH A CONCENTRATION IN LITERATURE: 43 SEMESTER HOURS

Students pursuing this option must take ENG 221, 222, 231, 241 or 242, 247, 321, 325 and 441; two genre courses; three electives, two of them in special topics, approved by faculty advisor; and 489/490.

REQUIREMENTS FOR THE ENGLISH MAJOR WITH A CONCENTRATION IN PROFESSIONAL WRITING: 43 SEMESTER HOURS

Students pursuing this option must take ENG 151, 254, 271, 321, 357, and 491; two literature survey courses; three literature electives; two writing electives approved by faculty advisor; and 489/490.

**REQUIREMENTS FOR THE ENGLISH MAJOR WITH A
CONCENTRATION IN JOURNALISM: 43 SEMESTER HOURS**

Students pursuing this option must take ENG 151, 271, 272, 321, 371, 372, and 491; two literature survey courses; three literature electives; one journalism/writing elective approved by faculty advisor; and 489/490.

**REQUIREMENTS FOR THE ENGLISH MAJOR WITH A
CONCENTRATION IN SPEECH COMMUNICATION:
43 SEMESTER HOURS**

Students pursuing this option must take ENG 160, 261, 262, 361, and 362; two literature survey courses; three literature electives; one writing elective approved by faculty advisor; two speech communication electives; and 489/490.

**REQUIREMENTS FOR THE DOUBLE MAJOR IN ENGLISH AND
SECONDARY EDUCATION: 43 SEMESTER HOURS**

Students pursuing the double major are required to take 43 credit hours in English: ENG 221, 222, 231, 241 or 242, 247, 261, 321, 325, 327, and 441; two genre courses; one creative writing elective approved by faculty advisor; and ENG 489/490. Students electing the double major must also meet the core requirements for Secondary Education.

THE ENGLISH MINOR

A student minoring in English may select from the following options: the English/Literature minor; the English/Journalism minor; the English/Professional Writing minor; and the English/Speech Communication minor. A minimum of twenty-four semester hours is required.

**REQUIREMENTS FOR THE ENGLISH MINOR WITH A
CONCENTRATION IN LITERATURE: 24 SEMESTER HOURS**

ENG 221, 222, 231, 321, 325, and three literature electives approved by faculty advisor.

**REQUIREMENTS FOR THE ENGLISH MINOR WITH A
CONCENTRATION IN JOURNALISM: 24 SEMESTER HOURS**

ENG 271 and 272; ENG 371 and 372; two journalism electives approved by faculty advisor; and two literature electives approved by faculty advisor.

**REQUIREMENTS FOR THE ENGLISH MINOR WITH A CONCENTRATION
IN PROFESSIONAL WRITING: 24 SEMESTER HOURS**

ENG 261 and 262; ENG 354 and 452; and four electives approved by faculty advisor.

REQUIREMENTS FOR THE ENGLISH MINOR WITH A CONCENTRATION IN SPEECH COMMUNICATION: 24 SEMESTER HOURS

ENG 160, 261, 262, 361, 362, and three communication electives

COURSES IN ENGLISH AS A SECOND LANGUAGE

ESL 101-102 Intermediate English as a Second Language I, I (3),(3)

This course provides reinforcement of the four basic language skills. It includes graduated audio-lingual training and linguistic analysis of spoken American English, while developing reading and writing skills. Intended for those who have the equivalent of at least one year's previous study of English. (TOEFL score between 351 and 450.)

ESL 103-104 Advanced English as a Second Language I, II (3),(3)

Offers intensive audio-lingual practice, integrated review of structure, advanced linguistic analysis, college-level reading, and advanced composition. Especially designed for persons who have been residing in the U.S. and plan to continue their studies at an American college or university. (TOEFL score between 451 and 550.)

COURSES IN LITERATURE, WRITING, JOURNALISM, SPEECH COMMUNICATION

101 Composition/Reading I (3)

This course reviews the basic principles of grammar, usage, and punctuation; gives basic training in editing skills; emphasizes the importance of unity, coherence, and emphasis by intensive practice in writing the paragraph and short essay; introduces the organizational patterns of expository writing; and helps to develop the skills of analytic reading, effective listening, and confident public speaking. Other important goals of ENG 101 are the successful completion of the workshop in word processing and demonstrated ability in using the resources of the University library. English competency is demonstrated with an earned grade of C or better in both 101 and 102.

102 Composition/Reading II (3)

This course continues the development of listening, speaking, and writing skills; introduces the students to the genres of short fiction, drama, and poetry; discusses approaches to writing about these genres; and offers the occasional opportunity for creative writing. Of cardinal importance to this course is the study and practice of the processes involved in producing the library or research paper according to the guidelines of the Modern Language Association (MLA). English competency is demonstrated with an earned grade of C or better in both 101 and 102.

151 Understanding The Media (3)

This course serves as an introduction to mass communications by providing a survey of mass media featuring both print and electronic samples. Media discussed include newspapers, magazines, public relations, advertising, radio, and television. The course also covers the ethical and legal issues facing journalists and other professional writers. Required of all English/Professional Writing and English/Journalism majors and minors.

160 Introduction to Human Communication (3)

This course explores the fundamental concepts that apply to all aspects of human communication: the general principles of communication; the nature of language; interpersonal, group/organizational, public, intercultural, and mass communication.

201 Literary Masterpieces (3)

This accelerated Composition/Reading course, designed for incoming freshmen who qualify, emphasizes listening, speaking, reading, and writing skills; reviews grammar and mechanics; focuses on the production of the research paper; and draws on selected short stories, novels, poems, and/or plays for essay topics. *Prerequisite: Permission of Academic Dean.* English competency is demonstrated with an earned grade of C or better in 201.

/PHL 220 Philosophy of Language (3)

The study of the structure and function of language, of its various forms from mythical narratives to linguistic analysis and discursive symbolism. Analysis of selected works, including Plato's *Symposium* and Aristotle's *Rhetoric*. *Prerequisite: ENG 101 or 201, or PHL 100 or 120.*

221 British Literature I (3)

A survey of the Anglo-Saxon, Medieval, and Renaissance periods, the course surveys representative authors and works, the prevailing conventions, and the pressures of cultural and public taste that led to the evolution of literary forms.

222 British Literature II (3)

After preliminary lectures on the Neo-Classical era, the course surveys the major writers and theories of the Romantic and Victorian periods in their cultural and social contexts.

231 Major American Writers of the Eighteenth and Nineteenth Centuries (3)

Students will read characteristic writings of Irving, Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, Twain, and Dickinson in the light of their individual talents and within the context of American culture.

241 Comparative Literature I (3)

Reading and analysis of the literatures of different peoples and nations is a vital complement to the study of English literature. In this course, students will become familiar with a variety of ancient and modern classics in translation—some of which, such as the Greek epics or the sacred texts of the Eastern religions, chronicled or helped shape entire civilizations; others of which, for example the realistic novels of the Russian masters Dostoevsky and Tolstoy, lifted their genres to an eminence that now ranks in importance with Elizabethan drama.

242 Comparative Literature II (3)

In this course, students will further expand their knowledge of a variety of world literatures. Works long recognized for their quality and innovative importance, such as Moliere's comedies and Flaubert's landmark novel *Madame Bovary*, may serve as prelude to extensive reading among the contemporary classics by such recent Nobel Prize winners as Gabriel Garcia Marquez, Czeslaw Milosz, Yasunari Kawabata, and Naguib Mahfouz.

243 Children's Literature (3)

This course is designed to provide an overview of children's literature. Books of fiction and of poetry, the traditional literature of the fairy tale, fable, myth and legend, and materials in the nonfiction areas of science, biography, and history will be evaluated. Standards for the selection of books will be considered.

244 Detective Fiction with a Creative Writing Option (3)

Rooted in the premise that detective fiction is a genre worthy of formal study, this course traces its development from Poe's tales of ratiocination to the present. Class discussion focuses on its formulaic conventions; on its ability to serve as a mirror to society, reflecting society's social concerns, moral awareness, and indeed its very language; and on its insistence, in the words of Robin Winks, "upon individual responsibility." Students may choose as an alternative to a research paper the writing or writing/filming of an original manuscript. Procedures for seeking publication are discussed.

245 Introduction to Literary Theory and Criticism (3)

The analysis, interpretation, and evaluation of works of literature have occupied readers for centuries; and recent decades have seen rapid growth in the variety of approaches and criteria of judgment used by critics. Such schools of criticism as structuralism, deconstructionism, semiotics, feminism, and reader response theory vie for the final word on a text. This course does not seek to advance the claims of any one school of thought, but rather to introduce students to their competing claims. For comparative and instructive purposes, students may be asked, for example, to apply a number of critical approaches to the same work or author. Other possible class topics might include an examination of the development of distinct literary genres.

251 Creative Writing: Poetry (3)

In this course, students will read and evaluate a variety of poems and poets, traditional and contemporary; review the technical aspects of poetry, such as form, meter, rhyme, and figurative language; and investigate fixed and open poetic conventions. Central to the course is the sharing of the students' own creative efforts with the class, thus providing the benefit of audience evaluation, and the production of a body of original verse. Finally, procedures for seeking publication will be discussed.

252 Creative Writing: Fiction (3)

This course is designed to guide students through both the creative and practical aspects of fiction writing. Writing assignments generally begin with short exercises using various techniques chosen to tap both creativity and discipline. Students then move toward developing complete short stories and/or chapters of a novel. Critiquing the work of contemporary professional writers as well as that of fellow students constitutes an important part of the course. Finally, procedures for seeking publication will be discussed.

254 Introduction to Professional Writing for English Majors (3)

This course is limited to English majors who are interested in writing in the business world. The course examines the various types of writing done in business, including correspondence, job applications, proposals, and technical documents.

261 Communication: Theory and Practice (3)

This course relates a student's ability to think critically with developing skills in oral communication and explores human communication as it affects and relates to organizational structures.

262 Interpersonal Communication (3)

This course provides an intellectual understanding of how human behavior influences interpersonal communication systems. An ongoing, dynamic classroom laboratory explores self-concept, self-esteem, the role of the self-fulfilling prophecy, perception, semantics, nonverbal communication, conflict, confrontation, and negotiation.

271 Newswriting I (3)

This course serves as an introduction to news reporting with a focus on the basic skills of the profession. Students will begin by learning to define the news and to understand its various categories. From there they will learn the fundamentals of structuring news stories, observing news-style rules, handling quotes, interviewing, and researching. As part of that study, students will also begin to learn the tenets of good reporting as they do classroom story exercises and occasional real-life stories outside of the classroom.

272 Newswriting II (3)

This course continues the basic skills of Newswriting I and builds upon them. Students will explore more complicated stories, cover events outside the classroom, and conduct extensive interviews as well as delve into some of the legal, moral, and practical issues of news reporting. Students will also sample various types of news stories, from traditional straight news to feature articles, in-depth news features, and more specialized reporting.

/PHL 320 Philosophy of Literature (3)

This course examines the ways in which philosophical ideas are expressed in literature. This involves readings of philosophical and literary texts from the same period to see how particular themes appear simultaneously in these two areas. The purpose of this approach is to show how philosophical inquiry is integrated in the cultural life of the Western tradition. *Prerequisites: PHL 100, or ENG 101 and 102, or ENG 201.*

321 Junior Writing (3)

This course builds on correctness and moves toward effectiveness. It requires close attention to syntax and to word choice as well as to the content and structure of essays. It aims to help writers find ways of saying more clearly, more persuasively, and more appealingly what they want to say—in short, to improve their style. Required of all English/Literature majors, this course may be open to students in other disciplines if space allows. *Referral by faculty advisor and permission of English chair is required.*

325 Shakespeare (3)

Designed primarily as an introduction to Shakespeare, this course will study several major plays in detail, relating them to the realities of Elizabethan theatre conventions, viewing them in the context of their time, and discussing their impact on successive generations.

327 Young Adult Literature (3)

This course is designed to provide an overview of those works of literature which in recent decades have been identified as especially pertinent to and reflective of the experience of the young adult in a variety of cultures and times. Of particular importance to the secondary education major, standards for the selection of books within the high school curriculum will be considered.

341 Drama: The Playwright and the Play (3)

This genre course concentrates on twentieth-century British and American drama and will deal typically with the major works of O'Neill, Williams, Miller, Fry, Stoppard, and Shaffer.

342 Short Story: The Artist and the Craft (3)

This genre course gives an overview of the history and nature of the short story. Its specific content varies from year to year. The course may typically, for example, adopt the historical perspective (e.g., the evolution of the American short story), concentrate on a particular school (e.g., Southern Gothic writers), or focus on a variety of fictive modes.

343 Novel: The Writer and the Vision (3)

This genre course gives an overview of the history and nature of the novel. Its specific content, oriented toward twentieth-century American and British writers, varies from year to year. The course may typically, for example, focus exclusively on women writers, on a certain accent within the genre, or on a particular theme.

344 Poetry: The Poet and the Medium (3)

Students will engage in the intensive, close reading of poems that exemplify a variety of poetic modes for the purpose of arriving at an understanding of the elusive nature of poetry. Major twentieth-century American and British poets will be studied.

348 Play Writing (3)

This course is designed to guide students through both the creative and practical aspects of play writing, with an emphasis on producing the one-act play. Typical assignments include exercises in writing dialogue, creating characters, and developing plots. Critiquing the work of fellow students as well as that of professional dramatists constitutes an important part of the course.

353 Writing for Public Relations (3)

This course is designed to offer students principles for and practice in writing in the field of Public Relations. Students will be expected to design and execute a number of projects as well as critique documents.

354 Writing for Professionals (3)

This course is designed for the non-English major who is planning a career in business. The class focuses on developing the strategies and skills needed to write correct business documents including correspondence, resumes, and technical reports.

357 Editing for Professionals (3)

This course concentrates on editing documents for dispersal to the public in the context of the workplace. Students will edit letters, memos, various types of reports and manuscripts for publication. The emphasis will be on both global revision and local proofreading. *Prerequisite: ENG 254 or ENG354.*

360 Public Speaking: Broadcast Communication (3)

This course offers an opportunity to gain an appreciation of the principles and techniques necessary to communicate effectively in all types of broadcast situations: news, sports, and commercial delivery; interviewing; and ad-libbing on radio and television.

361 Public Speaking: Theory and Practice (3)

This course provides opportunities for developing the skills of effective communication through public address. Studies include an introduction to rhetorical research, critical analysis, symposia, forums, speech ethics, and individual presentations.

362 Advanced Public Speaking: Theory and Practice (3)

This course offers students the opportunity to develop further their communication skills through research, critical thinking and analysis, debates, persuasive and epideictic (political) oratory.

371 Feature Article Writing (3)

In this class, students will become familiar with the functioning of magazines and newspapers, the market for feature articles, and the market for free-lance writers. The focus of the class, however, is on sound writing. While learning the fundamental elements of good feature article writing, students will conduct themselves as professional writers, preparing a variety of stories well in advance, and approaching those stories as if they were marketing them. During this process constant attention will be paid to the improvement of writing and reporting skills.

372 Investigative Reporting (3)

This course, providing an overview of the history of investigative reporting, focuses on its fundamental skills and tenets, with an emphasis on research and source development. Students will hone research skills, especially document searching, by choosing a story to work on in such areas as government, law enforcement, consumer affairs and regulations. *Prerequisites: ENG 271 and 272.*

374 Advertising: Design, Layout, and Copy Writing (3)

In this course, students will develop skills in creating advertisements. Formulas for developing the messages used in consumer, trade, and institutional advertising will be discussed; factual and imaginative approaches for print and broadcast media will be studied.

422/423**424/425 Special Topics in Literature (3)**

This seminar provides the advanced student the opportunity to do intensive study in a particular author, period, genre, or topic. Specific approaches that may be taken include the literature of incarceration, Arthurian literature, Chaucer and the fourteenth century, forms of social protest in American drama, the literature of war or of the sea, satire in the contemporary American novel, problems in Shakespeare, Anglo-Irish literature, film and literature, and minority literature. *Prerequisites: Junior/Senior standing and/or permission of the instructor.*

441 History of the English Language (3)

This course explores the laws governing the evolution of English from its humble beginnings in Anglo-Saxon times to its present status as the first truly global language. Special emphasis will be given to those societal and cultural forces which shaped and continue to shape it and to the constantly changing world which it mirrors.

452 Document Design and Testing (3)

The goal of this course is to write, user-test, and edit an instructional manual. Students will edit letters, memos, various types of reports and manuscripts for publication. The emphasis will be on both global revision and local proofreading. *Prerequisites: ENG 254 or 354 and ENG 357.*

461 Mass Media: Its Forms and Consequences (3)

This course offers the media consumer a holistic interface with mediated phenomena which ought to prompt discussion about ourselves and our culture. As the course develops a critical perspective on mass media, it invites further exploration of the nature of each medium and its consequences for the future.

462, 463

464, 465 Special Topics in Speech Communication (3)

This seminar provides the advanced student the opportunity to explore important contributions to the literature of rhetoric and public address as it relates to our political and social environment. Specific approaches that may be taken include the rhetoric of the sixties: the global consequences of the rhetoric of Churchill, Roosevelt, Hitler, and Stalin; Readers' Theatre: the oral interpretation of literature; the history of rhetoric and public address; and communication and culture in ancient India and China.

471 History of Journalism (3)

This course provides a historical perspective on the development of American journalism. Through readings and discussion, students will look at the evolution of both print and electronic media. Topics covered include early gazettes, yellow journalism, the growth of newspapers, and the rise of the electronic media. Students will develop criteria for evaluating good reporting and will discuss problems that confront the field today.

472 Contemporary Social and Moral Issues of Journalism (3)

This course studies the contemporary controversy over ethics in journalism. Students will look at ethical theories and then apply them to journalistic situations. Each student will be required either to research a historic case or trace the coverage of a contemporary case and apply to it the ethical criteria discussed in class.

481 Peer Tutoring (3)

The goal of this course is to prepare students to serve as peer-tutors-in-writing to other students. Students will review various theories of writing, elements of usage, and conferencing techniques; and will be required to do reading in the fields of writing research and pedagogy. Upon completion of the course, students may be asked to work as tutors in departments or in the tutorial center. *Prerequisites: Sophomore/Junior status and recommendation by a faculty member.*

489/490 Senior Research/Seminar**(4)**

The Research/Seminar is carried out over two semesters and has two distinct objectives: the comprehensive review of the discipline and the production of a major research paper on a topic approved by a majority of the English faculty. The review is conducted as a seminar and draws on the expertise of all faculty. For the paper, each student is assigned a faculty supervisor who will monitor all phases of research and writing. A substantially sound draft of the paper must be submitted by the end of the first semester. Work on the paper continues during the second semester and culminates in its oral presentation and defense in late spring.

491 Internship**(3)**

The English department strongly encourages students with concentrations in professional writing, journalism, and communication to pursue internships in properly supervised, substantially sound, and professionally rewarding environments. Students have, in the past, enjoyed internships on the staffs of television and radio stations, local and area newspapers, public relations firms, advertising agencies, and house publications for businesses and government agencies.

499 Independent Study**(3)**

Occasionally, the department will allow students with compelling reasons for doing so to engage in independent study under the direction of a member of the English faculty or one from a related discipline. Students must petition the department chair who will then review the application and, if approved, assign the appropriate director.

FRENCH

Chair: Katherine L. Lawber, Ph.D.

Mastery of a foreign language enables us to deepen our understanding of cultural differences and similarities, to exercise fully our responsibilities as citizens of the world, and to promote meaningful cross-cultural exchange. Language competency is a life skill and a career asset.

Within the framework of the overall mission of the University and with the objectives of developing in students a range of general understandings, attitudes, and values to cope with and survive in a multinational, multicultural world, and the skill to communicate in a foreign language, the French language and literature curriculum at the University is designed to provide opportunities for students to achieve aural, oral, and written proficiency in the language. An integral part of the curriculum is an in-depth exposure to French culture and civilization through the study of French literature in its social, historical, and cultural context.

REQUIREMENTS FOR THE FRENCH MAJOR

The French major requires a minimum of 36 credit hours: eleven required courses 201, 203, 211, 212, 302, 304, 305, 401, 404, 405, 470 and one elective French course on the 200-level or higher.

REQUIREMENTS FOR THE DOUBLE MAJOR IN FRENCH AND SECONDARY EDUCATION

FRN 201, 203, 211, 212, 302, 304, 305, 308, 401, 404, 405, and 470. Students majoring in French and Secondary Education must also meet the requirements for Secondary Education.

REQUIREMENTS FOR THE FRENCH MINOR

The French minor requires a minimum of 18 credit hours: four required courses 201, 203, 304, 401, and two elective French courses on the 200-level or higher.

PROGRAMS FOR SPOKEN PROFICIENCY

In addition, a concentrated program in oral communication leading to spoken proficiency is available to students of other majors (e.g., Business Administration, Economic French, Diplomatic and Political Science French, and Scientific French.) **NOTE:** All courses are taught in French unless otherwise stated.

COURSES**CREDITS****111-112 Elementary French I, II****(3,3)**

This is a concentrated two-semester course stressing the development of the four basic skills: listening, speaking, reading, and writing. The grammar necessary for spoken and written expression is also studied. *FRN 112*
Prerequisite: FRN 111 or 1 yr. H.S. French or permission of department chair.

200 Intermediate French**(3)**

This one semester course develops further the four basic skills and provides the student with a comprehensive review of the fundamental principles of grammar necessary for a more advanced level of spoken and written French.
Prerequisite: FRN 112 or 2 yrs. H.S. French or permission of department chair.

201 French Conversation**(3)**

This course emphasizes the use of correct spoken French on a more advanced level than that in the intermediate level. Attention is given to correct pronunciation through active participation in oral discussions and reports and to active vocabulary building. *Prerequisite: FRN 200 or permission of department chair.*

203 French Grammar and Composition**(3)**

This course emphasizes the correct use of written French on a more advanced level than in the intermediate course through controlled compositions, grammatical exercises and original themes. *Prerequisite: FRN 200 or equivalent.*

211 Survey of French Literature I**(3)**

General survey of French authors and literary forms from the late 11th century through the 18th century with attention to the literary trends, genres, and influences. Techniques of literary study and particularly "explication de texte."
Prerequisite: FRN 304 or permission of department chair.

212 Survey of French Literature II**(3)**

General survey of French authors and literary forms from the 19th and 20th centuries including the major romantics, realists, symbolists, novelists, and dramatists. Techniques of literary study and particularly "explication de texte." *Prerequisite: FRN 304 or permission of department chair.*

302 Advanced French Conversation**(3)**

Continued development of oral skills in pronunciation, every day vocabulary, discussions, reports on articles read in periodicals and newspapers, and short speeches. *Prerequisite: FRN 201 or permission of department chair.*

304 Advanced French Grammar and Composition**(3)**

An advanced course in contemporary written French. Grammatical concepts and the linguistic means available for their expression will be developed through frequent compositions and critiques with emphasis on stylistic devices. *Prerequisite: FRN 203*

305 French Culture and Civilization (3)

Contemporary French civilization has developed from traditional customs to the political, economic, cultural, and social issues of the present day. *Prerequisite: FRN 304 or permission of instructor.*

308 Teaching a Modern Foreign Language (3)

A practical course concerned with the methods and theory of modern audio-lingual techniques in the teaching of foreign languages, including an overview of structural linguistics as the basis of these techniques. The areas of FLES, bilingual education, cultural context and programs, the effective use of language laboratories, and the integration of modern techniques with more traditional ones will be explored. *Prerequisite: French major or minor standing.*

390/399 Special Topics in French Studies (3)

Special topics courses are offered as electives on a cyclical basis and include such subjects as Business and Administrative French, French for Diplomacy and Political Science, Renaissance French Literature, French Drama, Black Literature in French, and Principles of Translation. A complete listing of possible special topics is available in the French Department.

401 Introduction to Linguistics (3)

Introduces the basic concepts of linguistics through readings in fundamental systems and theories. Emphasis is given to an analysis of the nature and structure of the French language based on phonological, morphological, and grammatical principles. *Prerequisite: FRN 203*

404 Phonetics and Pronunciation (3)

An introductory study of the French sound system incorporating articulatory and phonetic principles. Includes a study of phonemes and suprasegmentals. *Prerequisite: FRN 203*

405 History of the French Language (3)

Studies the evolution of the French language from its Latin origins up through the present day. *Prerequisite: FRN 203*

470 Senior Seminar in French (3)

The seminar participant conducts an intensive investigation of a specific topic in his/her area of concentration and presents a paper for open discussion and response. Faculty members assist as coordinators and resource consultants at seminar sessions. Attendance is required at all seminars. *Prerequisites: Senior status, French majors, permission of department chair.*

490/499 Independent Studies: Literature or Language (3)

For the advanced student. Individual research and reports on areas of special interest not offered in the curriculum. *Prerequisites: Advanced standing, acceptance of project by a member of the staff, permission of department chair.*

SPECIAL COURSES OFFERED IN ENGLISH

Courses offered in translation are intended for non-French majors. French majors may take them to complete total credit requirements, but these will not be counted toward the French major requirements. Topics offered in translation include French Literature to 1789, French Literature from 1789 to the Present, French Culture and Civilization, History of France, and Literary Topics.

OTHER LANGUAGES

Opportunities are provided for course work in German, Latin, and Portuguese. See also Spanish.

GERMAN:

CREDITS

111-112 Elementary German I, II

(3,3)

This is a concentrated two-semester course stressing the development of the four basic skills: listening, speaking, reading, and writing. The grammar necessary for spoken and written expression is also studied. *GRM 111 Prerequisite: no prior German. GRM 112 Prerequisite: GRM 111 or 1 yr. H.S. German.*

200-201 Conversation I, II

(3,3)

These courses are designed for students who have studied German previously. They focus on the development of the oral/aural skills as well as on the vocabulary necessary for fluency of expression, through active participation in oral discussion, frequent reports, and short presentations. *Prerequisite: GRM 112 or permission of instructor.*

ITALIAN:

111-112 Elementary Italian, I II

(3,3)

This is a concentrated two-semester course stressing the development of the four basic skills: reading, writing, speaking, and listening. The grammar necessary for spoken and written expression is also studied. *ITL 111 Prerequisite: 1 yr. H.S. Italian. ITL 112 Prerequisite: 2 yrs. H.S. Italian.*

LATIN:

111-112 Elementary Latin I, II (3,3)

This two-semester course introduces the student to and develops pronunciation, forms, and essential principles of syntax, declension, and conjugation. It includes selected readings and basic composition. *LAT 112 Prerequisite: LAT 111 or 1 yr H.S. Latin.*

121-122 Intermediate Latin I, II (3,3)

This course further develops the skills acquired in elementary Latin through a more advanced study of the syntax, declensions, and conjugations. Translation of selected works and compositions are basic to this two-semester course. *LAT 121 Prerequisite: LAT 112 or 2 yrs. H.S. Latin. LAT 122 Prerequisite: LAT 121 or 3 yrs H.S. Latin.*

PORTUGUESE:

111-112 Elementary Portuguese I, II (3)

This is a concentrated two-semester course stressing the development of the four basic skills: listening, speaking, reading, and writing. The grammar necessary for spoken and written expression is also studied. *PTG 112 Prerequisite: PTG 111 or 1 yr. H.S. Portuguese.*

200-201 Conversation I, II (3)

These courses are open to students who have studied Portuguese previously. They give the students the opportunity to develop the communication skills and the vocabulary necessary for fluency of expression through active participation in oral discussions, frequent reports, and short presentations. *Prerequisite: PTG 112 or permission of instructor.*

GEOGRAPHY PROGRAM

Acting Chair: Christopher M. Kiernan, D.Ed.

The Geography Program seeks to achieve the objectives of the University by providing courses which enhance the student's depth of knowledge and their understanding of the world in which they live. As a synthesizing discipline Geography provides a body of concepts and methodologies applicable to the appraisal of important issues facing the contemporary world. The dynamic physical and cultural landscapes of the earth challenge the geographer to provide continuing interpretation of world patterns from a spatial point of view. The concentration consists of six (6) courses.

REQUIREMENTS FOR GEOGRAPHY CONCENTRATION

Students concentrating in Geography must complete the following requirements: GEO 200 and 210 in sequence. GEO 320, 326, 330, and 340 must also be completed as offered.

COURSES

CREDITS

200 Introduction to Economic Geography (3)

This course provides the foundation for Economic Geography. The physical, human, political, and economic aspects are introduced.

210 Economic Geography (3)

This course focuses on the production, exchange, and consumption of agricultural, strategic, and industrial resources as related to economic growth and resource development.

320 Geography of Africa (3)

A comprehensive course on the geography of Africa with emphasis on the culture and economy of the continent. North Africa/Southwest Asia and South Africa will be the central focus of this course.

326 Geography of the Americas (3)

This course presents North America as a developed realm and the Latin American countries and South America as underdeveloped realms. Comparison is made between these realms on the basis of their economic, social, technological, and political structure.

330 Geography of Modern Europe, Australia and New Zealand (3)

This course will focus on the rapid political and economic changes taking place in this realm including the reunification of Germany and the restructuring of the Soviet Union. Australia and New Zealand will be introduced in relation to the European countries.

340 Geography of Japan, East Asia, and Southeast Asia (3)

The physical and human resources of this area are evaluated from a regional economic perspective. Emphasis is on Japan as a developed realm. The People's Republic of China, Korea, Taiwan, and other nations of Southeast Asia will also be discussed.

HISTORY

Chair: John Buckley, FSC, Ph.D.

The department seeks to promote knowledge and understanding of the modern world by analyzing contemporary developments and surveying their cultural and historical antecedents. The curriculum focuses on American and European history but also offers courses dealing with various non-Western areas. Our general objective is to encourage students to achieve a practical understanding of modern realities and to develop positive attitudes and values necessary for life in the present multinational and multicultural world.

The department offers courses leading to a major or minor in history.

NOTE: Students may apply three transferred history courses to a history major, and two to a history minor at the University.

REQUIREMENTS FOR THE HISTORY MAJOR

Minimum number of credits required: 30 semester hours.

HIS 111 Interpretation of American History to 1865

HIS 112 Interpretation of American History from 1865

HIS 490 Guided Research (taken by senior majors in the fall semester)

Seven (7) elective history courses approved by the department chair

REQUIREMENTS FOR THE DOUBLE MAJOR IN HISTORY AND SECONDARY EDUCATION

Students choosing a double major in History and Secondary Education are required to complete the following History courses: HIS 103, 111, 112, 313, 315, 321 312 or 403, and 490. Students must also fulfill the requirements of the Secondary Education Department.

REQUIREMENTS FOR THE HISTORY MINOR

Minimum number of credits required: 18 Semester hours.

HIS 111 Interpretations of American History to 1865

HIS 112 Interpretations of American History from 1865

Four (4) elective history courses approved by the department chair

COURSES**CREDITS**

103 Western Civilization (3)
 Covers the expanse of history from Greek and Roman times through fifteenth-century Europe.

104 Modern Europe (3)
 A survey of the great dynasties with discussion of the period of exploration and discoveries, the Enlightenment, nationalism, and the imperialistic ventures from the sixteenth through the twentieth centuries.

110 Survey of American History (3)
 A general introduction to the origins, development, and present status of life in the United States. Consideration is given to the structure, processes, and major issues in both their historical perspective and contemporary importance.

111 Interpretations of American History to 1865 (3)
 An examination of traditional viewpoints and newer perspectives of selected episodes in American history from 1700 to 1865. Diverse readings are used to underscore the thesis that history necessarily has multiple interpretations.

112 Interpretations of American History from 1865 to the Present (3)
 An examination of traditional viewpoints and newer perspectives of selected episodes in American history from 1865 to the present. Diverse readings are used to underscore the thesis that history necessarily has multiple interpretations.

/PHL 205 Philosophy of History (3)
 An examination of the diversity of perspectives which have been offered to explain historical process and to appraise historical investigation.

209 Russian History (3)
 Brief survey of Russian history from Peter the Great to the twentieth century. Domestic and foreign politics are treated in relation to social, political, economic, and religious influences.

211 Irish History (3)
 A concise presentation of Irish history. This is an investigation of social, political, economic, cultural, and religious factors that have influenced and determined the present situation in Ireland.

214 History of the American Catholic Church (3)
 A survey of the Catholic Church in the United States from its foundation through the 1990s. Covers the impact of major historical events in shaping the internal development of the American Church, the influence of American Catholicism on U.S. history, and examines the cultural attitudes and socio-economic position of contemporary American Catholics.

/POL 312 Modern American Foreign Policy (3)

An examination of America's role on the international scene in the twentieth century with an analysis of the interrelationship of domestic and foreign issues. Emphasis is given to the years of world leadership from World War II through the 1990s.

313 American Immigrant Experience (3)

The process of immigration to the United States from the seventeenth through the twentieth century. Topics covered are the slave trade, difficulties of voluntary immigration, problems of adjustment, nativist reactions, internal migrations, and contributions of various groups to American diversity.

315 American Economy (3)

A survey of the organization, development, and effects of the American economic achievements. Emphasis is placed upon the analysis of the roles of economic factors in our social and political life. Economic developments of the contemporary world are surveyed for their impact on the American scene.

321 Urban America (3)

A survey of urban America from the seventeenth through the twentieth centuries that examines the impact of the city upon American history, culture, and quality of life. Special emphasis will be given to urban developments in the twentieth century.

/POL 324 American Political Thought (3)

A survey of American political development from its origins in English liberalism to the progressive humanism of the twentieth century. By examining material from political and historical sources, this course examines the dominant ideas of each epoch and the value systems which underpin it.

/POL 331 Contemporary Latin America (3)

Central and South America and the islands of the Caribbean are discussed in terms of economic development, political and social reform, the military elite, and church-state relations.

/POL 332 Contemporary Middle East (3)

The Middle East is examined as a problem area in international relations. Emphasis is placed upon problems of Arab nationalism, Arab unity, and the economic modernization of representative countries of the region.

/POL 333 Contemporary Africa (3)

An interdisciplinary approach to the study of independent African states. Attention is directed to the social, geographic, and economic settings, to the colonial experiences, and to the contemporary political situation.

/POL 334 Contemporary East Asia (3)

This study focuses on nations of East Asia in the context of their cultural/historical backgrounds and their response to Western impact. China and Japan receive special emphasis.

397 Significant Nations of the World (3)

A survey of the historical, political, social, and economic elements of a nation with special emphasis on twentieth-century developments.

398 Significant Leaders and Their Times (3)

An in-depth study of individuals and their times and the events that influenced their political thinking. Attention is given to the qualities of leadership of these contemporary world figures.

399 Special Topics (3)

Offered when interest is generated and department resources are available.

403 Modern America (3)

The national experience from the 1930s. Political, social, and economic aspects of American life from the New Deal of Franklin Roosevelt to the presidency of George Bush. Emphasis is placed on the impact of national and international events on the life-style of the average American.

/POL 422 American Presidency (3)

An explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the Courts. The nature of presidential leadership and personality is also explored.

490 Senior Seminar (3)

Directed research culminating in thesis development, its public presentation and defense. *Prerequisite: Permission of department faculty.*

INFORMATION SYSTEMS SCIENCE

Chair: Frederick Lupone, M.B.A.

The Information Systems Science Department provides opportunities for students to understand the components of state-of-the-art computer-based information systems and their vital role in business and society. Students will learn the techniques and supporting theory which relate to the design and implementation of computer-based information systems. They will also acquire an understanding of managing information in an increasingly competitive marketplace.

The ISS program consists of three major components. The foundation is made up of a series of liberal arts and science courses which meet the general education requirements of the University and provide experience in critical thinking and problem solving. The related subjects component introduces students to the major functions of a business such as accounting, economics, and marketing. The information systems science component prepares students to apply technical computer knowledge to relevant business problems.

REQUIREMENTS FOR AN INFORMATION SYSTEMS SCIENCE MAJOR

The ISS major must satisfactorily complete the following courses:

General Education Requirements: ISS majors must fulfill the University's General Education Requirements as stated previously in this catalog.

Related Subjects: ISS majors must take ACC 101, 102, ECN 101, 102, 210, MGT 120, 280, and ENG 354.

(ECN 101 and MTH 191 may be used to meet the University's General Education Requirements.)

Information Systems Science Component: ISS majors must take a minimum of thirty eight (38) semester hours in ISS courses as follows: 101, 102, 201, 202, 211, 311, 321, 331, 401, 412, 480, and 485. Majors must also take one of the following electives: 442, 499.

REQUIREMENTS FOR AN INFORMATION SYSTEMS SCIENCE MINOR

Seven courses are required for the ISS minor: ISS 101, 102, 201, 211, 321, 401, and 480.

COURSES**CREDITS****101 Introduction to Computer-Based Information Processing Systems (3)**

This course introduces the student to the fundamental concepts and terminology necessary to understand and function in the computer-based information age. Emphasis is given to the history of computers, hardware, software, application development methodologies, and current and future trends within the industry. Students will be introduced to microcomputer operating systems and end-user applications such as word processing, spreadsheets, graphics, and data base management in a laboratory environment.

102 Structured Systems Analysis Method (3)

This course establishes a foundation for understanding and analyzing information in organizations. The life cycle methodology for developing computer-based information systems is described. Basic tools and techniques for representing systems are introduced, and introductory skills are developed both in the classroom and in the laboratory environment. Emphasis in this course is placed on the life cycle methodology as a general problem-solving model. *Prerequisite: ISS 101*

201 Application Programming - I (3)

This course will provide an in-depth understanding of how business applications are written, tested, and implemented. Students will investigate and perform techniques associated with structured programming. Laboratory-based projects demonstrate and reinforce methodologies discussed in classroom lectures. Topics covered include structured programming, program design, modularity, testing and debugging techniques, and documentation. *Prerequisite: ISS 101*

202 Application Programming - II (Structured COBOL) (3)

This course will build on the foundation laid in ISS 201. Students will explore advanced programming concepts such as non-sequential file processing, multi-dimension tables, modularity, sorting, and file handling techniques. *Prerequisite: ISS 201*

211 Structured Systems Analysis and Design (4)

This course continues the subject matter of ISS 102 from the system study phase through the phases of design, development, and implementation. A realistic case study is performed in a laboratory environment using available systems analysis programs. *Prerequisite: ISS 102*

/CSC 311 Operating Systems (3)

This course focuses on the issues involved in the design, construction and use of modern operating systems. Included are such topics as comparative operating systems, virtual machines, memory management, interrupt processing, network interfaces, and input/output management.

Prerequisites: ISS 102 and 211

321 Database Management Systems (DBMS) (3)

This course introduces the student to the application, logical structure, and physical implementation of database management systems. Emphasis is placed on the relational model. Current DBMS system offerings are compared and evaluated. *Prerequisites: ISS 202, 211*

331 Application Programming - III (3)
(Fourth Generation Languages)

This course is an introduction to the use of fourth generation languages as they relate to the design and implementation of business and decision support systems. Emphasis is placed on the use of these languages in the application development process. Hands-on use of fourth generation languages will be provided. *Prerequisite: ISS 321*

401 Decision Support Systems (3)

This course introduces the student to the characteristics of Decision Support Systems and their feasibility and implementation in the functional area of a business entity and in strategic business planning. Students will develop quantitative models to help answer "what if" questions relating to real business situations. *Prerequisite: ISS 211*

412 Distributed Data Processing Systems, Networking (3)
and Telecommunications

This course provides an introduction to distributed data processing, local area networks, wide area networks, data communications and network administration as applied to integrated voice/data networks. Management and control aspects of distributing data and applications are addressed. *Prerequisite: ISS 211*

442 Knowledge-Based Systems (3)

This course is a survey of artificial intelligence and knowledge-based systems. The course will emphasize business applications, development tools, implementation strategies, and the social impact of these systems. Students will be exposed to an artificial intelligence language in a laboratory environment. Principles of learning theory will enhance each student's understanding of machine learning and knowledge acquisition.

Prerequisites: ISS 102, 211

480 Information Resource Management (3)

This course introduces the student to the importance of information as a resource for the survival and growth of a business enterprise. A case study approach will be used to integrate the knowledge the student has gained in other ISS courses. The perspective taken is that of the Chief Executive Officer and the Vice President of Information Systems. *Prerequisite: Senior standing or permission of instructor.*

485 Senior Seminar (1)

This course provides an opportunity for seniors to review topics of special interest. Guest speakers, video tapes, case studies, and field trips will expose the student to trends and issues in the information processing industry.

Prerequisite: Senior standing or permission of instructor.

499 Independent Study (2-4)

Supervised study in an area not available in regularly scheduled courses.

Prerequisites: Advanced standing, acceptance of project by member of staff, permission of department chair.

MANAGEMENT

Chair: Roger J. Smith, D.B.A.

Within the context of the University's stated mission, the Management Department provides a broad curriculum of study for those interested in leading and directing people in operations in both the private and public sector. Students have an opportunity to develop a major concentration in one of four tracks, Financial Management, Health Services Administration, Management of Human Resources, and Marketing Management, through a series of courses that introduce the student to certain basic and fundamental theories, concepts, and practices of management. Through these areas of concentration the Management Department offers the student the opportunity to prepare for a variety of challenging and rewarding careers.

REQUIREMENTS FOR MANAGEMENT MAJOR - FINANCIAL MANAGEMENT

Students majoring in management with a concentration in financial management must take a minimum of 36 semester hours in Management. Courses are as follows: MGT 120, 212, 280, 290, 311, 370, 371, 403, 490 and three courses in the finance area. In addition, to properly relate management courses to the total business environment, students are required to take the following courses in other departments: ACC 101 and 102; ECN 101, 102, 210, 310; ISS 101, 102; MTH 191, and MTH 192.

REQUIREMENTS FOR MANAGEMENT MAJOR - HEALTH SERVICES ADMINISTRATION

Students desiring to major in management with a concentration in Health Services Administration must take a minimum of 42 semester hours in Management. Courses are as follows: MGT 120, 240, 290, 312, 340, 344, 370, 405, 410, 428, 433, 450, 460, and 465. In addition, to properly relate management courses to the total business environment, students are required to take the following courses in other departments: ACC 101 and 102; ECN 101, 102, and 210; ISS 101 and 102.

REQUIREMENTS FOR MANAGEMENT MAJOR - MANAGEMENT OF HUMAN RESOURCES

Students majoring in management with a concentration in the Management of Human Resources must take a minimum of 36 semester hours in Management. Courses are as follows: MGT 120, 212, 280, 290, 311, 370, 371, 405, 490, and three courses in the Human Resource Management area. In addition, to properly relate management courses to the total business environment, students are required to take the following courses in other departments: ACC 101, 102; ECN 101, 102, 210; ISS 101, 102; and MTH 191, and 192.

REQUIREMENTS FOR MANAGEMENT MAJOR - MARKETING MANAGEMENT

Students majoring in management with a concentration in Marketing Management must take a minimum of 36 semester hours in Management. Courses are as follows: MGT 120, 212, 280, 290, 311, 370, 371, 403, 490, and three courses in the Marketing Management area. In addition, to properly relate management courses to the total business environment, students are required to take the following courses in other departments: ACC 101, 102; ECN 101, 102, 210, 310; ISS 101, 102; and MTH 191, and 192.

REQUIREMENTS FOR MANAGEMENT FOR THE A.S. DEGREE

Students concentrating in Management for the Associate of Science degree Program must take a minimum of 33 semester hours. The required courses are as follows: ACC 101; ECN 101, 102, 210; ISS 101, 102; MGT 120, 212, 280, 290, and 311.

REQUIREMENTS FOR A MINOR IN MANAGEMENT

All Management minors must take ACC 101, ECN 101, ISS 101, and seven courses in the Management area. For Management requirements in these areas, the student should consult with the Department Chair.

FIVE-YEAR PROGRAM

BACHELOR OF SCIENCE AND MASTER OF SCIENCE

The Management Department offers a five-year program of studies leading to Bachelor of Science and Master of Science degrees. The plan of studies for those interested in the program is worked out by the student and the student's academic advisor. To continue into the fifth year, the student must meet the regular entrance requirements of the Graduate Program.

COURSES

CREDITS

/ADJ 101 Introduction to Industrial and Retail Security

(3)

Study of the laws and techniques applicable to security operations for corporations, retail stores, and industry, emphasizing crime prevention and protection of property. *Prerequisite: ADJ 100 or Management Majors*

120 Management and Organizational Behavior

(3)

This course focuses on the four major managerial areas of planning, organizing, directing, and controlling that enable managers to meet their objectives. The nature of the organization is examined, emphasizing those dimensions of individual and group behavior most relevant to management.

140 Introduction to Health Care Systems I

(1)

This course will familiarize the student with the American Health Care systems and the process by which Health Care Services are provided.

141 Introduction to Health Care Systems II

(1)

This course will focus on an introduction to health planning and policy, government regulation, finance, and competition, in an attempt to solve or greatly reduce the spiraling health care costs and the problems of access to care. *Prerequisite: MGT 140*

200 The Business Environment

(3)

The economic, political, social, and legal constraints facing an industrial firm are examined. The course deals with the manager as a person and the firm as an entity in their complex interactive processes with the society in which they exist. The course establishes a framework for the study of business and its environment; it makes a study of special environmental problem areas that challenge modern managers; and it speculates briefly on some of the problems that will face managers in the future. *Prerequisites: MGT 120, ECN 102*

212 Business Communication

(3)

This course is designed for individuals who wish to improve their ability to communicate effectively in both the formal and informal organization. The course deals with the organizational setting in which communication occurs, studies the behavioral basis of the communicative act with special reference to the roles that perception and motivation play in communication, and examines patterns of miscommunication.

215 Introduction to Investing

(3)

A practical approach to problems involved in managing personal finance. Subjects include financial planning, budgeting, debt management, taxes, insurance, and investment opportunities. This course will not provide credit for finance majors.

240 Introduction to Health Services

(3)

This course is designed to introduce the student to the American health care systems. It will provide a comprehensive overview of the health care industry: the historical development, current issues, and future trends. Critical issues confronting the delivery of health services in our current times will also be discussed.

280 Principles of Marketing (3)

Principles of marketing is a study of exchange processes: how transactions are initiated, motivated, facilitated, and consumed. Marketing management deals with how organizations and people can better manage their exchange activities to produce income for themselves and satisfaction for others. Marketing consists of a set of principles for choosing target markets, evaluating consumer needs, developing want-satisfying products and services, and delivering value to customers and profit to the company.

290 Management of Human Resources (3)

This course is designed to provide the student with the skills needed to make informed decisions on the human problems of the organization. The course will focus on such areas as personnel administration, management development, developing and utilizing human resources, staffing, performance appraisal, motivation for effective performance, discipline, and other areas related to the management of human resources.

301 Consumer Behavior (3)

Formulation of appropriate and effective marketing strategies must begin with a clear and accurate understanding of consumer needs and wants, the process by which they are satisfied, and the environment in which the behavior occurs. The objectives of this course are as follows: (1) To introduce the student to concepts developed in economics, psychology, and sociology, and their relationship to consumer behavior; (2) To involve the student directly in the study and analysis of consumer behavior; (3) To develop in students the ability to translate what can be learned into action by the marketing manager or public policy maker. *Prerequisite: MGT 280*

302 Advertising and Sales Promotion (3)

This course approaches advertising and sales promotion from the managerial point of view. The course uses cases, special guest lectures, and field investigations in formulating the planning and implementation of promotion. The focus of the course content is on the roles of both the marketing and the advertising agency account manager in the development and execution of total promotion programs. *Prerequisite: MGT 280*

311 Financial Management (3)

This course shows how the principles of financial management can be used to help optimize the value of a firm. The course focuses on how the financial markets operate and how security prices are determined within these markets. It gives students a basic appreciation of how financial management can affect the value of the firm. The problems of corporate finance and cash management are examined. *Prerequisites: ACC 101, ECN 102*

312 Health Marketing (3)

This course is designed to introduce students to basic marketing principles and practices as they relate to the health services industry. Emphasis is placed on the managerial aspects of marketing strategies necessary for survival in a competitive environment.

320 Investments (3)

A study of investment objectives and determinants of investment values, types of securities, market procedures, analytical techniques, and institutional and speculative markets. *Prerequisites: MGT 311, ECN 210.*

332 Real Estate Finance (3)

A study of the theory and measurement of return and risk on real estate loans and equity investments; investment decision making and financing alternatives; techniques of real estate financing; evaluation of investment risk and credit quality on selected types of properties and loans.

Prerequisite: MGT 311

340 Long-Term Care (3)

This course will introduce the student to the many issues facing the manager in a long-term care facility. It will focus on the basic principles of long-term care and the increasing regulation on these facilities. State rules and regulations, licensing and reimbursement will also be discussed, as well as alternative programs that are available for the elderly.

/NUR 343 Management Applications in Nursing (3)

This course focuses on the development of a systematic approach for effectively coping with the multiple tasks facing the nurse manager in a hospital environment. The course includes a detailed discussion of the development of hospital goals and objectives, structuring the nursing function, performance evaluations, and an introduction to labor relations.

Prerequisite: NUR 212

344 Health Finance (3)

This course examines the general financial management issues in the health care system. The focus will be on the fiscal responsibilities of the manager in a variety of health care settings. The significance of cost /charge/ reimbursement dynamics and the DRG and third party insurers will be analyzed in light of their impact on decision making by health care managers.

/NUR 346 Legal Applications in Nursing (3)

This course focuses on the law and its relationship to the professional life of the nurse. Topics covered will include, but will not be limited to, fundamentals of law, court systems, administrative bodies, licensing, negligence and malpractice laws as they apply to the nursing profession. Special attention will be given to the legal status of the nurse in the relationship with doctor, patient, and hospital. *Prerequisite: Junior Standing*

360 Management Control Systems (3)

This course examines the planning process as it relates to budgetary planning and execution. The emphasis will be on the budget which is the most universally used managerial device for planning and controlling operations. The course will include a detailed discussion of setting goals, projection, management by objectives, cost elements, program budgets, and operational planning. *Prerequisite: MGT 311*

370 Management Operations (3)

The corporate decision maker has access to numerous analytical techniques to help develop good decision strategies. This course focuses on some of the most common of these techniques that can be supported by personal computer applications. The techniques include linear optimization, expected value decision making, multi-attribute decision analysis, MARKOV chain analysis, and reliability applications. *Prerequisite: MTH 111*

371 Production Operations (3)

Today's production manager must understand the various planning, implementation and control techniques associated with manufacturing and production. This course will focus on those analytical tools that a production manager should know, such as inventory control systems, project management techniques, facilities layout, line balancing, aggregate planning, capacity planning, and material requirements planning. The utility of these tools will be shown for traditional and Just-In-Time manufacturing systems.
Prerequisite: MGT 370

/NUR 400 Nursing Administration (3)

The focus of this course will be on the many managerial activities facing the nurse manager. It will include discussions in the following areas: staffing and scheduling of personnel; knowledge and skills necessary to develop a meaningful departmental budget; staffing plans and schedules based on patient needs, census, staff capabilities, and cost controls. It will include a detailed discussion of nurse manpower in the department and cover the areas of recruitment and selection of nurses, orientation of new personnel, and termination of employment. *Prerequisite: NUR 311*

403 Business Law (3)

This course, through lectures and the case system, will present law as a management tool in business organizations. The course content will include the relationships of principal and agent as well as the structure of partnerships and corporations, including their formation and termination.

405 Introduction to Labor Law (3)

The purpose of this course is to acquaint the student with the historical development of labor law in the United States and to provide the student with an understanding and knowledge of the basic legal premises and statutory provisions which govern employer/employee relationships.

Prerequisite: Junior or Senior Standing

409 Labor Relations-Collective Bargaining (3)

In this course students are introduced to the general field of labor relations and will gain a comprehensive understanding of the labor relations process from its evolution through unionization, contract negotiations, contract administration, and dispute resolution. Students will actively participate in a simulation of the collective bargaining process to acquire practical experience in the complexities of negotiating a labor agreement.

410 Labor Relations for Health Professionals (3)

This course is designed to introduce the student to the field of health care labor relations. The course will focus on economic facts so that the student will gain an insight into labor relations problems, their causes, and their possible solutions. The economics of labor supply, labor markets, and income distribution will be examined. An occasional guest lecturer will discuss labor relations problems in the health care industry. *Prerequisite: MGT 290*

411 Procurement Management (3)

The procurement of goods, services, and equipment is an essential element of effective business and health care management. This course will focus on the acquisition of material and services from an organizational, administrative, functional, legal, and ethical perspective. The integration of purchasing with material resource planning (MPR) and Just-In-Time delivery will be explored. The curriculum can also serve as preparation for the test component of the Certified Purchasing Manager (CPM) qualification process.

420 Marketing Research (3)

The quality of business decisions is to a great extent dependent on the information available to the decision maker. The purpose of this course is to provide the prospective manager with an understanding of marketing research. It also serves as a first course for people with career objectives in the fields of marketing research. The course presents marketing research as a managerially and decision-making-oriented subject. It is organized around the steps one would actually take in conducting a marketing research project.

Prerequisites: MGT 280, ECN 310

421 International Marketing (3)

The special business problems arising from the diversity of multinational economic, political, social, and cultural environments are approached from the marketing point of view. Topics include foreign investment strategy, government relations, and international operations strategy.

Prerequisite: MGT 280

428 Health Planning and Policy (3)

This course is designed to enhance the student's knowledge, skills, and analytical abilities regarding the planning and delivery of health services. It will also examine the forces of change in society as they affect policy development and regulation. The role of the manager, to assist personnel to cope with change and to meet the community's need, will also be covered.

433 Health Law (3)

This course is designed to introduce the student to the legal concepts and principles of law that apply specifically to the affective management of the health care institutions. Topics will include professional liability, credentialing, medical records and disclosure information, consent to treatment as well as the impact of third parties and their role in health care. The impact of federal and state agencies on health care institutions will also be examined.

450 Labor Relations - Wage and Compensation Administration (3)

Effective wage and compensation decisions require a knowledge of both current theory regarding wage and compensation and specific practices. This course focuses on the relevant theories and models of employee motivation and performance as they relate to the wage and compensation issue of attracting a labor force, occupational choice, joining and staying with an employer, job performance, and job satisfaction. *Prerequisite: Junior or Senior Standing*

- 460 Labor Relations - Arbitration (3)**
This course focuses on the resolution of labor disputes that have arisen from differing interpretations of contract language. The student will be introduced to an understanding of the grievance procedure, arbitral principles, and the arbitration process. Unfair labor practices as defined in the Labor Management Relations Act (LMRA) will be discussed as well as the different arbitration procedures in the public and private sectors. Several simulated arbitration exercises involving students as active participants are introduced to reinforce the course work.
- 465 Seminar in Health Services Administration (3)**
The seminar in health care administration is designed to allow the student to synthesize learning from previous courses. Health care theories, concepts and practices are reviewed in relation to future trends. The focus will be on the current and future trends in management, and how the manager in the health care setting will respond to these changes.
- 490 Strategic Management and Business Policy (3)**
An integrative course in strategic management and business policy utilizing the case method of instruction. Business and other types of organizations are analyzed through the knowledge gained from previous course work in accounting, communications, economics, finance, management, marketing, and quantitative methods. *Prerequisites: ECN 210; ISS 102; MGT 280, 311; and Senior standing or permission of the Instructor.*
- 492 Speculative Markets (3)**
This course focuses on the functions and impacts of speculation on organized security and commodity exchanges; structure of markets and methods of trading; factors affecting price of securities and commodities; and the nature and objectives of market regulation. *Prerequisite: MGT 320*
- 495 Special Topics in Management (3)**
This course is a directed study and research in selected topics in management. The course can be offered as individual instruction or as an organized class.
- 496 Internship in Business Administration (1-6)**
This course is designed to provide the student with the opportunity to gain practical work experience in a responsible position either in private business or a government agency. While gaining increased insight into the challenges and responsibilities of business administration, the student will be expected to perform meaningful work assignments. The internship will be supervised by a faculty member. *Prerequisite: Senior standing and consent of the Chair.*
- 498 Advanced Portfolio Theory and Security Analysis (3)**
An examination of advanced theories and practices in portfolio building and maintenance. Issues related to security price behavior are also examined. *Prerequisite: MGT 320*
- 499 Advanced Financial Theory (3)**
This course provides for the analysis of the theoretical framework for corporate decision making related to financial planning, capital budgeting decisions, dividend policy, and capital structure decisions. Emphasis placed on current research developments. *Prerequisite: MGT 311*

MATHEMATICAL SCIENCES

Chair: William R. Stout, Ph.D.

The department supports the mission of the University as it seeks to promote the development of each student's analytic and quantitative reasoning capabilities. The curriculum offered by the Mathematical Sciences Department is based on an awareness of the increasing importance of mathematics and computer science in contemporary society. Mathematics has always been the language of the natural sciences; during the last several decades its influence has spread to the social, life, and management sciences as well. The course of study in mathematics at Salve Regina University supports the quantitative component of a liberal arts education by providing students with the knowledge to strengthen their powers of abstract reasoning, to develop their analytic ability for examining and discovering structures and patterns, to increase their understanding of our technological society, and to deepen their appreciation of the contribution of mathematics to history and culture. These powers and abilities ultimately form a sound basis for solving problems, for making informed and responsible judgments and decisions, and for appreciating the order and beauty of our God-created universe.

The computer science curriculum is designed to provide a broad introduction to computer science fundamentals that will prepare the student for industry and graduate study. Principles and methods are taught in order to give students the ability and confidence to accommodate the change and innovation associated with this dynamic field.

The department offers courses leading to a major or a minor in mathematics, courses leading to a minor in computer science, courses that constitute the mathematics component of other major programs in the University, courses for the general education requirement, and courses to assist students in acquiring the mathematical concepts and skills that are prerequisites for university students.

REQUIREMENTS FOR A MATHEMATICS MAJOR LEADING TO A BACHELOR OF SCIENCE DEGREE

The curriculum for a student concentrating in mathematics begins with a sequence of foundational courses. All students concentrating in mathematics are required to take the foundational courses: MTH 200, 201, 202, 203, 204, 211, 490, and CSC 223. To complete their major program, students are required to take a minimum of 6 additional mathematics/statistics courses above the 200 level, including one full-year sequence (MTH 421/422, MTH 411/412, MTH 381/382, or MTH 341/342). Students consult with the Mathematical Sciences faculty when selecting courses to complete these requirements.

REQUIREMENTS FOR A MATHEMATICS MAJOR LEADING TO A BACHELOR OF ARTS DEGREE

To earn a Bachelor of Arts in Mathematics, the student must complete the following mathematics courses: MTH 200, 201, 202, 203, 204, 211, 490, and 4 mathematics/statistics courses above the 200-level, including a full-year sequence (MTH 421/422, MTH 411/412, MTH 381/382, or MTH 341/342). Because this program is interdisciplinary in nature, each student pursuing a B.A. in Mathematics must consult with the Chair of the Mathematical Sciences Department to establish a supplementary program of at least 6 semester courses that complements their mathematics courses.

REQUIREMENTS FOR A DOUBLE MAJOR IN MATHEMATICS AND SECONDARY EDUCATION

In addition to the foundational courses, students preparing to teach mathematics in secondary school are required to take MTH 308 (or 310), 351, 409, 421 and 422, and MTH 341/342. Students electing mathematics education must also meet the requirements of secondary education.

REQUIREMENTS FOR A MINOR IN MATHEMATICS OR COMPUTER SCIENCE

Students seeking a minor in mathematics are required to take MTH 200, 201, 202, 211, and 6 additional mathematics or statistics credits chosen from the 300 level or above.

Students seeking a minor in computer science are required to take MTH 200 and CSC 223, 224, 301, 311, 411 and 421.

GENERAL EDUCATION REQUIREMENT

Through the general education curriculum, Salve Regina University provides students with learning opportunities to understand concepts of numerical data and abstract patterns. To meet this general education requirement, all students must successfully complete one mathematics course at the level of MTH 191 or above.

Recognizing the diversity of mathematical sophistication of incoming students, the department offers MTH 099 and MTH 111 to prepare students for other mathematics courses.

COURSES

CREDITS

099 Algebra (2)

In this course, students investigate such topics as integer and rational exponents, the algebra of polynomial and rational expressions, linear and quadratic equations and inequalities, and applications.

111 Precalculus (2)

In this course, students investigate such topics as the function concept and algebra of functions; polynomial, rational, exponential, logarithmic and trigonometric functions; and graphing techniques. *Prerequisite: MTH 099 or equivalent*

191,192 Applied Calculus I, II (3,3)

This is a course in differential and integral calculus with emphasis on the application of calculus in business, the physical sciences, and the life and social sciences. *Prerequisite: MTH 111 or equivalent*

195 Mathematics in Elementary Education (3)

This course in mathematical content for grades K through 6 includes such topics as sets, arithmetic operations, number systems, mathematical systems, and problem solving. This course is open to elementary education majors only. *Prerequisite: MTH 191 or equivalent*

200 Discrete Mathematics (4)

This is a course in the foundations of mathematics and the ideas that underlie the science of computing. Students examine coding and computer representation of number systems, computational errors, logical operations, relations and arguments, methods of proofs, set relations and operations, functions, and recursion. *Prerequisite: MTH 111 or equivalent*

201,202 Calculus and Analytic Geometry I, II (4,4)

This is a course in the calculus of real functions of a single variable. Students study integral and differential calculus of algebraic, exponential, logarithmic, and trigonometric functions. Applications of differentiation and integration are included. *Prerequisite: MTH 111 or equivalent*

203,204 Calculus and Analytic Geometry III, IV (4,4)

This is a course in the calculus of real functions of several variables. Students study indeterminate forms and improper integrals, polar coordinates, infinite series, vectors and solid geometry, partial differentiation, multiple integrals, and differential equations. *Prerequisite: MTH 202*

211 Linear Algebra (4)

In this introductory course students study matrices and determinants, systems of linear equations, linear spaces, linear transformations, eigenvalues and eigenvectors, equivalence relations of matrices, similarity of matrices, canonical forms, and metric concepts. *Prerequisite: MTH 200*

301 Differential Equations (3)

A study of elementary differential equations, including applications. *Prerequisite: MTH 202*

303 Numerical Analysis (3)

Introduction to numerical algorithms used in scientific computer work. Topics are chosen from polynomial interpolation, quadrature, systems of linear equations, solutions of nonlinear equations, and numerical solutions of ordinary differential equations. *Prerequisites: MTH 192 or 202, and CSC 223 (or equivalent)*

308 Non-Euclidean Geometries (3)

In this course students study postulational systems and the independent nature of the parallel postulate; the classical geometries of Lobachevski, Bolyai, and Riemann; the logical equivalencies of these geometries and consistency with the Euclidean; and consequences of the axioms of the non-Euclidean geometries. *Prerequisite: Consent of instructor*

310 Projective Geometry (3)

Students study fundamental concepts of modern mathematics, including analysis of the axiomatic method as well as the study of projective lines, planes and spaces; also duality, the theorems of Desargues, Pappus, and Pascal; homogeneous coordinates, projective transformations, cross-ratio, conics, and applications to Euclidean geometry. *Prerequisite: Consent of instructor*

341 Probability and Statistics I (3)

A study of random variables, probability density, and distribution functions, conditional probability, expected values, moment generating functions. *Prerequisite: MTH 192 or 202*

342 Probability and Statistics II (3)

A study of estimation, hypothesis testing, goodness-of-fit, regression, analysis of variance, non-parametric statistics. *Prerequisite: MTH 341*

351 History of Mathematics (3)

Students study the history of mathematics from ancient to modern times. *Prerequisite: Consent of instructor*

371 Complex Variables (3)

Students investigate complex numbers; analytic functions, Cauchy-Riemann equations; Cauchy integral theorem and Cauchy integral formula; Taylor series, Laurent series; calculus of residues; and conformal mapping.
Prerequisite: MTH 204

381,382 Principles and Techniques of (3,3)
Applied Mathematics I, II

The purpose of this course is to understand a wide variety of phenomena using mathematics. Topics include Fourier series, partial differential equations, the heat equation, vector analysis, and calculus of variations.
Prerequisite: MTH 204

409 Number Theory (3)

Students study integer, rational, real and complex numbers; positional systems, divisibility, prime numbers, congruences, and algebraic number fields. *Prerequisite: Consent of instructor*

410 Graph Theory (3)

A course on the fundamental concepts, results and applications of graph theory. *Prerequisites: MTH 200 and 211*

411,412 Real Analysis I, II (3,3)

This course covers such topics as real numbers, metric spaces, convergent sequences, Cauchy sequences, continuous mappings, complete spaces, linear transformations and their norms, and Hilbert spaces.
Prerequisites: MTH 204 and 211

421,422 Abstract Algebra I, II (3,3)

The content of this course includes groups, rings, integral domains, fields, Sylow theorems, polynomial rings, vector spaces, and Galois theory.
Prerequisites: MTH 200 and 211

490 Senior Seminar (1)

In this seminar seniors present a topic chosen by the student under supervision of a faculty member. *Prerequisite: Senior standing in mathematics*

499 Special Topics (3)

The purpose of this course is to provide an opportunity for students to investigate topics not covered in ordinary course work. The subject matter varies to suit individual students and the interests of the professor.

COMPUTER SCIENCE COURSES

CSC 223 Computer Science I (3)

A first course in structured programming in a high level language. Topics include the design, generation, and documentation of computer programs. *Prerequisite: MTH 200 (may be taken concurrently)*

CSC 224 Computer Science II (3)

This course builds on the foundation laid in Computer Science I. Emphasis will be on problem solving, with applications taken from such areas as engineering, economics, physics, and mathematics. Topics will include arrays, records, files, and dynamic variables; algorithms for sorting, searching, and for handling stacks, lists, queues, and recursion.

Prerequisite: CSC 223

CSC 301 Principles of Software Engineering (3)

This course examines the software development life cycle. Topics will include state-of-the-art tools and techniques such as prototyping, Computer Aided Software Engineering (CASE), application generators, modeling, and simulation. Lectures will be supplemented with case studies to reinforce concepts. *Prerequisite: CSC 224*

/ISS 311 Operating Systems (3)

This course focuses on the issues involved in the design, construction, and use of modern operating systems. Included are such topics as comparative operating systems, virtual machines, memory management, interrupt processing, network interfaces, and I/O management. *Prerequisite: CSC 224*

CSC 411 Computer Graphics/Object-Oriented Programming (3)

An introduction to computer graphics and object-oriented programming. Topics will include windows, WYSIWYG, Icons, and programmer's workbench tools. *Prerequisite: CSC 224*

CSC 421 Applied Computing (3)

The course examines natural and operational problems, discrete simulation, continuous change models, and important classes of algorithms such as search heuristics. Projects will focus on problems from the sciences, industry, the military, and economics. *Prerequisite: Senior standing*

MEDICAL TECHNOLOGY

Chair: Mary Louise Greeley, Ph.D., MT(ASCP)

Within the framework of the Catholic ethic, the Medical Technology program will address itself to the needs of individual students as determined by their chosen field in the medical sciences. The department will then endeavor to offer courses in kind and quality so as to prepare each person to be able to compete and contribute as a responsible self-actualized individual.

The Medical Technology program qualifies the student for entrance to the certification examination given by the American Society for Clinical Pathologists. Satisfactory completion of the examination enables the student to become a registered Medical Technologist.

Students within the Medical Technology program have a choice of two degree plans. These degree options are listed below:

Four Plus One Plan: The student will complete the requirements for the Biology degree with a specialization in Microbiology during the first four years at the University and also the requirements for the Medical Technology degree, which includes a fifth year in a University-sponsored clinical internship. Two additional courses are required for the student who intends to complete a fifth-year clinical internship. (*Note:* Please refer to the Biology Department/Microbiology program. These courses are MET 301 and 302.) Upon satisfactory completion of this fifth year, the student will receive a second degree: the B.S. degree in Medical Technology.

Four-Year Plan: The student will complete the requirements for a Biology degree with a specialization in Microbiology and may complete a fifth-year internship without the sponsorship of the University. (**Note:** Please refer to the Biology Department/Microbiology program). The students will receive a B.S. degree in Biology with a specialization in Microbiology.

MEDICAL TECHNOLOGY INTERNSHIPS

The internship is normally begun in June-September after the completion of the fourth year and is completed at an affiliated hospital-based school which is approved by the American Society of Clinical Pathologists. Upon satisfactory completion of the internship year, the student enrolled at the University will be eligible to take the examination of the American Society of Clinical Pathologists in order to become a registered Medical Technologist, MT(ASCP).

The University will sponsor at least one application for an affiliated medical technology internship at one of our affiliated hospitals for each medical technology student who has completed the necessary prerequisite courses with a grade of C or better and has an overall cumulative science and math grade point average of 2.5, if there are sufficient spaces available. The final decision as to which hospital affiliate the student may apply will be made by the Medical Technology coordinator at the University who will consider the following factors: student's choice, academic standing, maturity; the student's personal factors (i.e., family situation); and also the potential compatibility of the student and the hospital school of medical technology. The student may also seek an internship at a hospital which is not at this time affiliated with the University, whether or not there are sufficient internships open for our students at our affiliated hospitals. If the student desires to do this, the University will attempt to open an affiliation with this hospital under an agreement similar to that which it has with current affiliated hospitals, provided this hospital school of medical technology meets the same standards as its current affiliates. The responsibility for investigating an internship at a hospital with which the University is unable to open an affiliation must be assumed by the student.

COURSES**CREDITS**

301	Clinical Laboratory Practicum I - Hematology and Immunohematology	(3)
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An introduction to clinical hematology and immunology. The hematology section will include hematopoiesis, hemoglobinometry, anemias, principles of cell counting, and the morphology of peripheral blood cells. The immunohematology section of this course will include blood grouping, cross-matching, quality control, and antibody screening. *Prerequisite: Junior/Senior level*

302	Clinical Laboratory Practicum II - Clinical Chemistry and Microscopy	(3)
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An introduction to the scientific principles and theory in clinical chemistry, instrumentation, and microscopy, including colorimetric analysis, quality control, dilutions, and enzymatic determination, with emphasis on basic skills. The routine analysis of urine and other body fluids will also be covered, including both the water soluble and insoluble components, clearance calculations, kidney functioning tests, and urine calculi analysis. *Prerequisite: Junior/Senior level*

NOTE: All of the following (400 level) courses are related to the Clinical internship (30-32 credits) taken in the hospital setting.

Prerequisite: Permission of the department chair

400 Clinical Laboratory Techniques (30-32)

The following courses are pursued in the laboratories of the hospitals affiliated with this University and constitute the internship portion of the Bachelor of Science program in Medical Technology.

410 Clinical Microbiology

This course addresses the relationship of bacteria and bacterial diseases of man with an emphasis on the application of procedures to medical diagnosis. Fungi, viruses, the rickettsia, and human parasites are also studied. The laboratory assignments are designed so that all students rotate through all routine areas of clinical microbiology, parasitology, and virology. To help evaluate performance, a series of unknowns is given to the student, who must identify all organisms accurately.

420 Clinical Chemistry

The chemistry of body constituents such as minerals, carbohydrates, lipids, proteins, enzymes, vitamins, and hormones and the relationship of these constituents to the diagnosis of human disease is studied. The student receives instruction in manual procedures and automated analysis. Toxicology and therapeutic drug monitoring are also covered.

430 Immuno-hematology

Instruction is given in drawing and processing blood and in ascertaining blood compatibility. Donor-recipient blood reactions are studied in detail. Major topics include the development and chemical structure of blood group antigens, the correlation of physical properties of antigens and antibodies with testing procedures, the role of complement in blood banking, autoimmune status, the inheritance patterns of blood groups, Hemolytic Disease of the Newborn, transfusion reactions, and the preparation and use of blood components. The laboratory practice also emphasizes serological procedures in the diagnosis of disease. Experience is gained in the operation of the blood bank.

440 Hematology and Coagulation

This course addresses the morphology of the blood and blood-forming organs and the study of abnormalities associated with diseases. Diagnostic procedures are emphasized. Experience is also gained in the dynamics of coagulation. During the clinical laboratory rotation the student is expected to master the routine procedures performed in hematology and to become familiar with specialized hematology procedures and automated hematology instrumentation.

450 Clinical Microscopy

This course consists of lectures and laboratory practice in the microscopy of body fluids. Topics covered include the anatomy and physiology of the kidney, the formation and composition of urine, urine chemistry procedures, and the appearance of normal and abnormal urine sediments.

460 Medical Technology Hospital Elective

This course is an introduction to pathology. The correlation between pathological processes and clinical symptoms and the courses of disease will be studied. **NOTE:** This course is not offered by all affiliated hospitals.

MUSIC

Chair: Thomas Day, Ph.D.

APPLIED MUSIC PROGRAM

Director: James Loxham, FSC, M. Mus.

The Music Department contributes to the general mission of the University by bringing students into contact with their rich cultural heritage of music.

The department curriculum is divided into three areas: Music History and Theory (MSC); Instruction in Voice or Instrument (MSI); and Performance (MSP). All the courses in the curriculum have an important goal: the awakening of the student's understanding and enjoyment of music. At the same time, each course also tries to sharpen the student's critical sense. This is accomplished by investigating that special quality and value found in good music and by performing such music at concerts. The department offers a range of private instruction in voice and instruments. For more information, consult the fall and spring course listings.

REQUIREMENTS FOR A MUSIC MAJOR

Music major courses, especially music lessons, must be started as early as possible, preferably the freshman year. In order to major in Music, a student must first be interviewed and accepted by a designated member of the faculty. A minimum of forty-one credits in music is required, and the student's program must be approved in advance by the department. The required courses are as follows:

Theory: Theory I, II, and III (MSC 200, 201, 300), Analysis (MSC 301), three credits of Seminar/Tutorial in Music Theory (MSC 400-429) — a total of fifteen credits.

History: Seminar/Tutorial in Music History (MSC 430-440) — three credits.

Music Lessons: Individual music lessons in the student's principal instrument or in voice (MSI courses at the 100, 200, and 300 levels); twelve credits. Individual music lessons in a secondary area — two credits.

Major Recital: MSI 400; no credit. A student may substitute a senior thesis or composition for MSI 400. A detailed proposal must be submitted to the Department and approved by it.

Ensembles: MSP courses — six credits.

Electives: Three credits.

All students majoring in Music are required to perform in a department ensemble every semester. The following courses will not be counted towards a Music Major: MSC 111, all MSI courses which are classes, and all courses with numbers beginning with zero. If a course is offered jointly by the Music Department and another department, only half of the credits may be counted towards the major.

REQUIREMENTS FOR A MUSIC MINOR

In order to minor in Music, a student must first be interviewed and accepted by a designated member of the faculty. The student must take eighteen music credits, approved in advance by the department and distributed as follows: Theory I and II (MSC 200, 201), individual music lessons (MSI courses), performing ensembles (MSP courses), and Music History.

The following courses will not be counted toward a Music Minor: MSC 111, all MSI courses which are classes, and all courses with numbers beginning with a zero. If a course is offered jointly by the Music Department and another department, only half of the credits may be counted towards the minor.

MUSIC HISTORY, THEORY, AND EDUCATION

/Art 105 Style in Art and Music (3)

A study of the interaction between art and music during various historical periods.

111 **Essentials of Music Theory: An Introduction to Notation** (3)

Rudiments of musical notation, scales, intervals, and harmony. Work in sight singing and dictation. Primarily intended for the student who wants to learn the basic principles of musical notation. A musical background is not required.

- 200 Theory I (3)**
A practical study of harmony, counterpoint, and other aspects of music theory. A course designed to improve a student's musicianship through ear training, sight singing, and dictation. Work in composition. *Prerequisite: MSC 111 or at least some musical background, such as piano lessons*
- 201 Theory II (3)**
A continuation of Theory I. *Prerequisite: MSC 200 or permission of the instructor*
- 203 Theory Lab (1)**
Additional practice in sight singing and dictation. The work of the course is coordinated with material learned in theory classes. This course may be taken more than once. *Prerequisite: Department permission*
- 215 American Music (3)**
An overview of the major developments of music in the United States and the Americas from the seventeenth century to the present. The course covers popular music, as well as works for the concert hall.
- 220 History of Music through 1750 (3)**
A study of Western European music from the earliest known examples to Johann Sebastian Bach (1685-1750); consideration of the cultural and political background in which this music was written. The Medieval, Renaissance, and Baroque periods are covered.
- 221 Bach to Rock: Music from 1750 to the Present (3)**
A survey of Classical, Romantic, and modern music; consideration of the cultural and political background in which this music was written. The history of musical styles from the last days of J. S. Bach to the Rock phenomenon.
- 230 Twentieth-Century Classical and Popular Composers (3)**
A study of the important composers who have shaped the music of this century.
- 240-260 The Literature of Music (Variable Topic) (1-3)**
A study devoted to a single area of music repertory.
- 245 Music and the Stage (3)**
The role of music in the theater. Opera, musical comedy, ballet, incidental music.
- 300 Theory III (3)**
Advanced harmony, counterpoint, and ear training for the music major; chromaticism; work in composition. *Prerequisites: MSC 201, music major*
- 301 Analysis (3)**
A study of musical forms from the medieval period to the twentieth century. *Prerequisites: MSC 300, music major*

380-399 Music and Culture (Variable Topic) (1-3)

An in-depth study of the interaction between music and the culture in which it was written.

400-429 Seminar/Tutorial in Music Theory (Variable Topic) (1-3)

An intensive study of one aspect of music theory, such as orchestration or composition. *Prerequisites:* MSC 301, music major

430-440 Seminar/Tutorial in Music History (1-3)

An integration of past learning in the area of music history; research projects. *Prerequisites:* Music major, permission of the instructor

497-499 Independent Study (1-3)

Supervised study. Advanced work in music. *Prerequisite:* Permission of the department chair

MUSIC INSTRUCTION: VOICE AND INSTRUMENTS

Classes

Designed to introduce students with little or no experience to the fundamentals of voice or an instrument. Students who wish to study voice or an instrument must begin with class instruction (MSI 120-6), if they do not have any musical background. Open to all students. No audition is required.

MSI 120 Voice class (1)

MSI 121 Piano class

MSI 122 Guitar class

MSI 123 Woodwind class

MSI 124 String class

MSI 125 Brass class

MSI 126 Percussion class

Prerequisite: Students in Guitar, Woodwind, String, and Brass classes must bring their own instruments. Rental information is available. Extra fee.

INDIVIDUAL INSTRUCTION

The University offers private lessons in Voice, Piano, Guitar, Flute, Clarinet, Oboe, Bassoon, Saxophone, Violin, Viola, Violoncello, Double Bass, Trumpet, French Horn, Trombone, Tuba, Percussion, and Organ. See the Fall and Spring brochures for the course numbers of these lessons and the number of credits. May be taken more than once, with permission. Prerequisites for MSI 150-167: department permission. Extra fee. Prerequisites for MSI 250-367: Student must fulfill the department requirements for recitals and receive permission of the Department Jury to register. Extra Fee.

MSI 400 Major Recital (0)

PERFORMING ENSEMBLES

MSP 153 Choirs in Progress (1)

The University Chorus is designed for students either beginning their choral experience or beginning that experience at Salve Regina University. Open to all students. Extra fee.

MSP 241 Jazz Combo (1)

Provides performing experience in a small jazz ensemble. Open to all students. *Prerequisite: Interview. Extra fee.*

MSP 243 Concert Band (1)

Rehearsal and performance of band repertoire. Open to all students. *Prerequisite: Interview. Extra fee.*

MSP 244 Guitar Ensemble (1)

Prerequisite: Interview. Extra fee.

MSP 245 Woodwind Ensemble (1)

Chamber ensemble for woodwind instruments. *Prerequisite: Interview. Extra fee.*

MSP 246 Flute Ensemble (1)

Prerequisite: Interview. Extra fee.

MSP 247 Brass Ensemble (1)

Prerequisite: Interview. Extra fee.

MSP 249 Chamber Orchestra (1)

Rehearsal and performance of repertoire for small orchestral ensemble. Open to all students. *Prerequisite: Interview. Extra fee.*

MSP 253 Concert Choir (1)

Works studied and performed are drawn from choral literature for more experienced singers. *Prerequisite: Interview. Extra fee.*

MSP 343 Show Choir

(1)

This small group of experienced male and female singers specializes in the performance of "show" and "pop" music. All selections are choreographed. *Prerequisite: Interview. Extra fee.*

MSP 353 Women's Chamber Chorus

(1)

Music performed is drawn from the classic and contemporary repertoire for small choral ensembles. *Prerequisite: Interview (women). Extra fee.*

MSP 363 Madrigal Chorus

(1)

A small group of experienced men and women singers who perform the madrigal literature of the fifteenth and sixteenth centuries, as well as contemporary works. *Prerequisite: Interview. Extra fee.*



NURSING

Chair: Catherine E. Graziano, R.N., Ph.D.

Reflecting the mission of the University and commitment of the Sisters of Mercy "to develop a global perspective of the works of Mercy, to seek to relieve misery and to address its causes, to embrace education at all levels, and health care in all its forms, and to promote the furtherance of social, political, economic and spiritual well-being," the Nursing Department was established and is maintained in order to provide society with practitioners of nursing committed to accessibility and availability of primary, secondary, and tertiary health services to all people. The Department of Nursing provides educational opportunities for students who have made an enlightened personal choice for a career in the profession of nursing, which is viewed as an essential element within the comprehensive health care system.

Students are expected to demonstrate acceptable achievement in the cognitive, psychomotor, and affective behaviors essential to safe, competent nursing practice and to exhibit the ability to effect and respond to change in society, in the health services and in nursing. Students are also expected to be self-directed and committed to life-long learning.

After careful consideration of the need for nurses who are prepared to implement the nursing process so that nursing will have a fundamental as well as a leadership role in the delivery of health care, a revised curriculum is being offered beginning in the Fall of 1992.

REQUIREMENTS FOR NURSING MAJOR

Students majoring in Nursing must take a minimum of forty-three (43) credits in required Nursing courses. These courses are: NUR 211, 212, 300, 310, 311, 312, 313, 410, 411, 412, 413. Required courses outside the Nursing Department are: BIO 205, 206, 210 and 450; CHM 106 and 107; EDC 230; PSY 100; SOC 110. All students must successfully pass the Drugs and Solutions examination. Students should see the Nursing Department Student Handbook for further clarification of departmental and University requirements.

COURSES**CREDITS****200 Seminar: The Challenge of Transition (1)**

Prerequisite for admission of Registered Nurse students to the Nursing Department consists of faculty-guided discussions and student presentations of selected topics related to contemporary philosophies of nursing education and practice and the integration of R.N. students into baccalaureate education.

211 Concepts and Principles of Nursing I (4)
(Not available after Fall 1992)

Concepts and Principles of Nursing I is an introductory course that provides an overview of nursing in a contemporary society interacting with individuals across the life span and emphasizing health promotion. Students are introduced to the discipline of nursing, the philosophy of the Salve Regina University baccalaureate program, and the need to develop a professional philosophy consistent with the goals of professional nursing and the University. The history of nursing, present-day realities, and future trends are considered. Social, political, economic, and other influences affecting nursing and the health care delivery system are explored. Emphasis is placed on providing students with those skills necessary for professional practice in contemporary society as well as in the years to come.

The evolution of nursing as a profession, the theoretical bases of nursing and the relationship of research to practice is established. Students become familiar with adaptation, developmental, interactional as well as other theories which support the multifaceted approach. Communication, nursing process, and the concept of change is the basis upon which nursing activities are determined and established for utilization in subsequent courses. *Prerequisites: Department Admit Card. Concurrent courses: CHM 107 and either BIO 210 or EDC 230*

212 Concepts and Principles of Nursing II (4)
(Not available after Spring 1993)

Nursing 212 builds upon the theory presented in Nursing 211, again with emphasis on society and individuals. More specifically, a broad spectrum of preventive and therapeutic aspects of nursing is presented, aimed at meeting the needs of primarily well individuals across the life span in contemporary society. The emphasis is therefore placed on meeting the needs of well individuals in preparation for caring for the ill. Communication skills, nursing process, assessment, and beginning technical skills continue to be developed.

To enhance the theoretical base which continues to be developed in the classroom, students concurrently learn basic techniques and skills necessary to implement the nursing process in the skills laboratory, the Nursing Resource Center. Caregiving, communication, medication administration, and basic physical assessment skills are but a few of the skills learned and reinforced in this setting. *Prerequisites: Department Admit Card. Concurrent courses: BIO 410, NUR 260, and either BIO 210 or EDC 230*

300 Research in Nursing (3)

A basic understanding and appreciation for the research process in professional nursing is provided as it relates to nursing practice and consequent improvement of health care. Concepts relative to the principles of scientific inquiry will be discussed. The student is aided in gaining information to critique selective nursing research studies and to discuss their application to nursing practice. *Prerequisite: NUR 211*

**310-311 Concepts and Principles of Nursing III NUR 310 Theory (4)
(Not available after Fall 1993) NUR 311 Clinical (4)**

This course is offered in the first semester, Junior year. With supervision, the student will build upon previously acquired assessment skills and learn to apply the nursing process in the provision of care to families in the childbearing phase, as well as those experiencing alteration in health in selected acute care and community agencies.

In this first clinical course, students are socialized to the role of the professional nurse functioning as a contributing member of the health team. Emphasis is placed on the nurse's role as caregiver, interacting to assist families to adapt to common stressors in order to promote wellness on the health continuum. *Prerequisites: Department Admit Card. NUR 212, 300; BIO 210, 410; and EDC 230*

**312-313 Concepts and Principles of Nursing IV NUR 312 Theory (4)
(Not available after Spring 1994) NUR 313 Clinical (4)**

Building on the knowledge and skills developed previously, this course provides students with the opportunity to apply the nursing process in the provision of care to families in the childrearing phase, as well as those experiencing alterations in health in selected acute care and community settings.

Utilizing a developmental approach, students analyze the needs of children from birth through adolescence and their families interacting and adapting to common stressors in order to maintain wellness on the health continuum. *Prerequisites: Department Admit Card and NUR 311*

/MGT 343 Management Applications in Nursing (3)

This course focuses on the development of a systematic approach for effectively coping with the multiple tasks facing the nurse manager in a hospital environment. The course includes a detailed discussion of the development of hospital goals and objectives, structuring the nursing function, performance evaluations, and an introduction to labor relations. *Prerequisite: NUR 212*

/MGT 346 Legal Applications in Nursing (3)

This course focuses on the law and its relationship to the professional life of the nurse. Topics covered will include, but will not be limited to, fundamentals of law, court systems, administrative bodies, licensing, negligence and malpractice laws as they apply to the nursing profession. Special attention will be given to the legal status of the nurse in the relationship with doctor, patient, and hospital. *Prerequisite: Junior Standing*

/MGT 400 Nursing Administration

(3)

The focus of this course will be on the many managerial activities facing the nurse manager. It will include discussions in the following areas: staffing and scheduling of personnel; knowledge and skills necessary to develop a meaningful departmental budget; staffing plans and schedules based on patient needs, census, staff capabilities, and cost controls. It will include a detailed discussion of nurse manpower in the department and cover the areas of recruitment and selection of nurses, orientation of new personnel, and termination of employment. *Prerequisite: NUR 311*

410-411 Concepts and Principles of Nursing V
(Not available after Fall 1994)

NUR 410 Theory (4)

NUR 411 Clinical (4)

This course provides the student with the opportunity to utilize the nursing process in the provision of care to adult clients and families experiencing complex health alterations in selected acute care and community settings. Students analyze the concepts of early to middle adults as individuals interacting and adapting to a variety of stressors in order to maintain wellness on the health continuum. In addition, the student, building upon prior learning, is guided in the development of leadership skills and the exploration of professional issues which impinge upon contemporary and future society. *Prerequisites: Department Admit Card and NUR 312*

412-413 Concepts and Principles of Nursing VI
(Not available after Spring 1995)

NUR 412 Theory (4)

NUR 413 Clinical (4)

This course provides the student with the opportunity to utilize the nursing process in the provision of care to older adult clients and families experiencing complex and rehabilitative health alterations in selected acute care and community settings. Students analyze the concept of older adults as individuals interacting and adapting to a variety of stressors in order to maintain wellness on the health continuum. In addition, the student expands upon prior learning and, under faculty guidance, functions in the multiple roles (such as teacher, practitioner, advocate, liaison, change agent) assumed by the professional nurse in the delivery of health care to clients in contemporary society. *Prerequisites: Department Admit Card and NUR 411*

499 Independent Study

(3)

A matriculated student wishing to pursue an independent study for academic credit should contact an instructor for discussion of the proposal. A description of the independent study proposal with signatures of the student, instructor, and the respective department chair must be sent to the Academic Dean, Registrar, and the Dean of Faculty no later than the last day of late registration. Forms for independent study arrangements are available in the Registrar's Office.

REQUIREMENTS FOR STUDENTS ENTERING THE PROGRAM IN FALL 1992.

Commencing in the Fall of 1992, a revised curriculum in Nursing is offered.

This curriculum leads the student to the completion of the Bachelor of Science degree. It provides students the option of exiting with an Associate of Science degree in Nursing after the completion of the required courses or continuing through the upper division courses to attain the Bachelor of Science degree. A third option provides the R.N. who has an Associate degree or a Nursing diploma with a completion program to earn the Bachelor of Science degree.

Prerequisites: Acceptance into the Nursing Department. The following courses are required for the Nursing Major with the Associate degree option: NUR 120/121 and 122/123, NUR 220/221 and 222/223. Required courses outside the Nursing Department are BIO 205/206, MGT 140/141, PSY 100/280, SOC 110 and EDC 230. For the Bachelor of Science degree with a major in Nursing the following additional courses in Nursing are required: NUR 320/321 and 322/323, NUR 420/421 and NUR 422.

120/121	NURSING I (8) Theory	(4) credit hours per week
	Clinical (12 hours per week)	(4) credit hours per week
	(Available Fall 1992)	

The student is introduced to basic concepts and skills for nursing practice. Using Maslow's hierarchy of needs as a framework, students will utilize the nursing process to identify and meet basic human needs. Nutrition, pharmacology, and math for drugs and solutions concepts are incorporated in the course. *Prerequisites: Acceptance into the Nursing Department. BIO 205 and MGT 140 or concurrently enrolled.*

122/123	NURSING II (8) Theory	(4) credit hours per week
	Clinical (12 hours per week)	(4) credit hours
	(Available Spring 1993)	

Building on the concepts and skills learned in Nursing I, the student continues to develop a foundation for nursing practice by analyzing the Nursing process. The clinical practicum focuses on the care of patients in structured health care settings. *Prerequisites: NUR 120/121; BIO 206 and MGT 141 or concurrently enrolled.*

220/221 NURSING III (8) Theory: (4) credit hours per week
Clinical Practicum: (12 contact hours per week)(4) credit hours
(7 weeks in Maternity/7 weeks in Pediatrics)
(Available Fall 1993)

The student will apply the nursing process to the care of families in the childbearing and childrearing phases of development. Emphasis will be on concepts and principles related to normal changes associated with developmental phases as well as deviations from normal. The clinical practicum in a structured health care setting will provide opportunity for the student to demonstrate application of the theoretical content. *Prerequisites:* NUR 122/123; PSY 100; EDC 230 or concurrently enrolled.

222/223 NURSING IV (8) Theory: (4) credit hours per week
Clinical Practicum: (12) hours per week (4) credit hours
10 weeks - M. & S./ 5 weeks - Psychiatric/Mental Health
(Available Spring 1994)

The student will incorporate the content of Medical/Surgical and Psychiatric/Mental Health in the application of the Nursing process in caring for patients with common complex alterations in physical and mental health. The clinical practicum focus is on caring for patients with common complex alterations in physical and mental health in structured health care settings. *Prerequisites:* NUR 220/221; PSY 280 or concurrently enrolled.

300 Nursing Research (3)

A basic understanding and appreciation for the research process in professional nursing is provided as it relates to nursing practice and consequent improvement of health care. Concepts relative to the principles of scientific inquiry will be discussed. The student is aided in gaining information to critique selective nursing research studies and discuss their application to nursing practice. *Prerequisites:* Junior standing or permission of instructor. *Successful completion of the comprehensive exam.*

320 Professional Nursing (3)
(Available Fall 1994)

The student is provided the opportunity for in-depth investigation of the historical development of nursing as a profession. The evolving role of professional nursing as an essential component of the health care delivery system is critiqued through investigation of nursing literature. The influence of nursing education theories and research on the development of professional nursing are identified. The impact of current issues and future trends in the health care delivery system on professional nursing are discussed. *Prerequisites:* NUR 222/223, 300 or concurrent enrollment.

321 Physical Assessment (4)**(Available Fall 1994)**

The student will utilize didactic instruction and supervised practice opportunity to develop skills in physical assessment of the adult client. The student will build on previously acquired knowledge while learning to use advanced communication and examination techniques to accomplish an in-depth assessment of the primarily well adult. A variety of learning modalities will be utilized in order to enhance the student's ability to describe normal findings, to identify abnormal findings which indicate need for follow-up and/or referral, and to define health and developmental problems. *Prerequisites: NUR 320 or concurrent enrollment.*

322 Selected Nursing Problems I (4)**(Available Spring 1995)**

The focus of this course is to provide the student with the increased depth and breadth of knowledge required to provide comprehensive nursing care to the adult with a complex acute or chronic illness. The clinical component is comprised of a variety of acute and/or chronic care settings in which the student will develop and refine skills necessary to practice in today's health care environment. Complex pathophysiological concepts will be discussed with emphasis on the impact of these changes on the adult/family and his/her/their lifestyle. *Prerequisites: NUR 321 or concurrent enrollment.*

323 Community Health Nursing (4)**(Available Spring 1995)**

The focus of this course is the promotion of the health of communities, through primary, secondary and tertiary prevention of health problems of populations and the application of the nursing process to various populations. Nursing care is provided to individuals, families, and groups interacting within the context and framework of the community. Principles and concepts of community health nursing and public health theory are applied to promote and maintain the health of population groups. *Prerequisite: NUR 322*

324 Gerontological Nursing (4)**(Available Spring 1995)**

This course provides the student with the opportunity to utilize the nursing process for aging clients and their families experiencing simple to complex alterations in health in a variety of settings. A comprehensive theoretical framework for gerontological nursing practice is presented to the student. Selected clinical experiences in a variety of settings enable the student to manage nursing care for both sick and well "elders." *Prerequisite: NUR 322*

420 Selected Nursing Problems II
(Available Fall 1995)

The student addresses selected health problems and issues as they relate to the family: mother, father, neonate, child, and adolescent. Problems focus on the individual as well as on their impact on the family. The clinical practicum includes experiences with family members in acute care, outpatient facilities, and community settings. The student arranges clinical placements on an independent basis with the instructor. *Prerequisite: NUR 323 or 324.*

421 Professional Nursing Practice **(4)**
(Available Spring 1996)

In consultation with the faculty the student selects a specific area of nursing for in-depth theoretical investigation and advanced nursing practice. *Prerequisite: NUR 420*

422 Nursing Leadership/Management **(3)**
(Available Spring 1996)

Students are provided with the opportunity to investigate the concepts of nursing management/leadership and to apply these concepts to the role of the nurse manager in a variety of settings. It will include a detailed discussion of goals and objectives; structures of the Nursing Department; staffing and scheduling of personnel; budgeting; performance appraisal; recruitment and selection of employees, and the legal and ethical issues related to nursing management. *Prerequisite*

PHILOSOPHY

Chair: Lubomir Gleiman, D.Ph.

In pursuing the mission and the objectives of the University the Department of Philosophy strives toward the following goals:

1. To initiate students, within the context of liberal arts, to the art and method of systematic wondering, and to elicit the courage to question and investigate critically and fairly the meaning and the values of human existence.
2. To broaden the students' perspectives within the Western tradition and to open their awareness toward other heritages as well.
3. To help them to realize that we are living in the world of multimedia, information explosion, and manipulated readymade answers that may lead to a fatal collapse of critical judgment and dissolution of the very conditions of human freedom and responsibility.
4. To integrate these investigations and personal discoveries into the students' chosen fields of specialties or professional concentration.

This eminently pragmatic application of philosophy to virtually all spheres of human life means that the great ideas can be put to use to arrive at responsible decisions.

REQUIREMENTS FOR THE PHILOSOPHY MAJOR

Minimum 30 semester hours including five required courses: PHL 100, 120, 150, 160, 260; plus five upper level electives, approved by the chair.

REQUIREMENTS FOR THE PHILOSOPHY MINOR

Minimum 18 semester hours including two required courses: PHL 100 and 120; plus four upper level electives, approved by the chair.

REQUIREMENTS FOR THE PHILOSOPHY HONORS MAJOR

Thirty-nine semester hours including eleven (11) courses: PHL 100, 120, 150, 160, 201, 202, 240, 250, 260, 300, 360 plus two electives and a senior thesis on an approved topic. The electives may be graduate courses by permission.

COURSES**CREDITS****100 Introduction to Philosophy (3)**

An initiation into the major themes, sources, procedures, and modes of articulation in the area of philosophical inquiry as presented in the Western and Eastern tradition.

120 Logic: Understanding Arguments (3)

An introduction to critical thinking and ways of argumentation in various contexts. This is a course primarily in informal logic but will contain the basic formal foundations. Examination of the structure of valid and sound arguments, including the analysis of common fallacies. Material will be taken from contemporary sources as it applies to various academic fields. Computer disks exercises will also be used. Students are expected to present samples of coherent arguments in the area of their interest and concentration.

150 History of Western Philosophy (3)

An investigation of major themes and thinkers within the Western tradition with emphasis on their contemporary and personal relevance.

160 History of Oriental Philosophy and Religion (3)

A study of the major oriental philosophical and religious traditions, including Yoga, Jainism, Vedanta, Buddhism, Lamaism, Taoism, and Zen Buddhism. Attention will be paid to the contrast and continuity with the Western tradition. Introduction to Yoga postures and Indian techniques of concentration and meditation.

200 Philosophy of Culture (3)

A comparative study of the self-image of man as expressed in myths, symbols, and rituals of various ethnic cultures. Special emphasis will be placed on one particular contemporary culture in order to determine the role played by ethnicity in modern political life.

/POL 201 Political Philosophy I (3)

A survey of the development of political philosophy from Plato through Machiavelli. Emphasis is placed on the value system from which the differing political solutions emerged.

/POL 202 Political Philosophy II (3)

An examination of the political thought which seeded the modern nation-state. The political crises of the contemporary world and the proposed political solutions by theorists from the seventeenth through the twentieth century are focuses of consideration.

/HIS 205 Philosophy of History (3)

An examination of the diversity of perspectives which have been offered to explain historical process and to appraise historical investigation.
Prerequisite: PHL 100 or a unit HIS 100's

210 Social Philosophy (3)

A critical study of philosophical foundations of various social systems, from Ancient Greek and Roman foundations to the contemporary challenges of concern for social ethics in the global context. Theories of Justice. *Prerequisite: PHL 100, or ADJ 100, or RST 120*

/ENG 220 Philosophy of Language (3)

The study of the structure and function of language, of its various forms from mythical narratives to linguistic analysis and discursive symbolism. Analysis of selected works, including Plato's Symposium and Aristotle's Rhetoric. *Prerequisite: ENG 101 or 201 or PHL 100 or 120*

230 Philosophy of Nature (3)

An introduction to the foundations of scientific theories, the nature of scientific revolutions, the role of models and paradigms, and the relevance to the self-understanding and personal orientation. *Prerequisite: General Requirement in Science*

240 Philosophy of Law (3)

A study of some philosophical contributions both to conceptual clarification and to policy elucidation in the legal practice. Topics examined from a variety of sources including the theories of punishment, legal responsibility and obligation, civil disobedience, law-morality interaction, and the nature of law. *Prerequisite: PHL 100 or 120 or ADJ 100*

250 Introduction to Metaphysics (3)

Introduction to the major themes of the Western metaphysical tradition: Self and Person, the Cosmos and Man, the Ground of Existence, Time and Eternity, Love and the Sexuate Condition, the Structure of Existence, Being and Beings. *Prerequisite: PHL 100*

260 Ethics: Freedom and Necessity (3)

The nature of morality and the structure of the art-science of ethics; moral act and moral judgment, the interrelationship of freedom and responsibility. Special attention will be paid to the phenomena of lying and stealing in their various forms and shades both from the perspective of the victim and perpetrator as well as the effects on society in general. *Prerequisite: PHL 100 or RST 120*

300 Philosophy of Imagination: Dream Symbolism (3)

An examination of dream images in the light of recent discoveries of depth psychology and as related to the philosophy of symbolic forms.

/ENG 320 Philosophy of Literature (3)

This course examines the ways in which philosophical ideas are expressed in literature. This involves readings of philosophical and literary texts from the same period to see how particular themes appear simultaneously in these two areas. The purpose of this approach is to show how philosophical inquiry is integrated in the cultural life of the Western tradition. *Prerequisites: PHL 100 or ENG 101 and 102, or ENG 201*

- 340 American Philosophy (3)**
An investigation of those philosophical schools and dominant ideas which have proved significant in the U.S.A. Examining political, literary, historical, and philosophical material, this course surveys influential ideas from the seventeenth to the twentieth century.
- /ART 352 Philosophy of Beauty: Aesthetics (3)**
Theories of art from Plato to Wolf; psychological and social factors are examined in the light of ancient and contemporary concepts.
Prerequisite: PHL 100
- 360 Epistemology: Theory and Praxis (3)**
An inquiry into the nature of interdependence of thinking, doing, making, controlling, and hoping as specifically human activities. Starting with the movement from epistemic naivete through social constructions of reality to critical examination of cognitive processes, the course examines issues of plausibility and verifiability, certitude and probability. Particular attention will be paid to the works of Cassirer, Polanyi, Lonergan, and Whitehead.
Prerequisite: PHL 100
- 370 Classics in Translation (3)**
A study of the underlying philosophical themes in selected works in translation with special emphasis on their influence in the formation of the Western philosophical and literary heritage. References will be made to the sociohistorical context of their authors. *Prerequisite: Permission of the instructor*
- 380 The Philosophy of Religious Experience (3)**
Exploration of human search for meaning, the search for and the nature of the ultimate, the sacred and the profane, the need for adoration in view of the challenge of various forms of atheistic humanism, and the attitude of busy indifference. *Prerequisite: PHL 100 or RST 100 or 120*
- 381 The Ideal of the Individual in Greek Philosophy, Literature, and Art, 800-330 B.C. (3)**
This course will focus on the persuasive force on individualism throughout all aspects of Greek culture, until the death of Alexander the Great. Special stress will be placed on the Lyric Age, the Age of Pericles, and the Hellenistic Age. Basic course materials include extensive readings in the primary sources and material on the plastic arts.
- 382 The Ideal of the Individual in Roman Philosophy, Literature, and Art, 750 B.C. - 363A.D. (3)**
This course will focus on the persuasive force on individualism throughout all aspects of Roman culture, until the death of Julian the Apostate. Special stress will be placed on the late Roman Republic, the Age of Augustus, the Age of the Good Emperors, and the Neo-Flavian Era. Basic course materials include extensive readings in the primary sources and material on the plastic arts.
- 390 Special Topics (3-6)**
- 399 Independent Study (3-6)**
- 400 Philosophy Seminar (3-6)**

PHYSICAL EDUCATION

Chair: George Andrade, Jr., M.A.

While the University does not offer a major or minor field of concentration in Physical Education, the courses offered provide an opportunity for personal development through sports and varied types of physical activities and a means of acquiring basic skills and knowledge of various sports and formal exercise.

Only four (4) Physical Education credits may be applied toward a Bachelor's degree; only two (2) may be applied toward an Associate Degree.

COURSES

CREDITS

111-412 Golf

(1)

This course is designed for individuals interested in developing a greater understanding of the game of golf. The course will cover golf techniques, equipment, terminology, course etiquette, and safety. Students will practice their shotmaking at a local golf course.

121-422 Archery

(1)

This course introduces the student to the proper techniques and skills of archery. Actual target practice will be a major part of the course once fundamentals are covered. Bows and arrows will be provided. Safety will be stressed at all times.

123-424 Ice Skating

(1)

Basic ice skating techniques and maneuvers will be taught to the students in this course. Ice time is rented at a local ice rink for instruction. Students must provide their own skates.

125-426 Fencing

(1)

The fundamental techniques and skills of fencing will be taught. A foil and protective equipment will be provided each student.

129-230 Swimming (Beginner)

(1)

Instruction by a certified teacher will be given in basic swimming techniques and safety. Course content will include floating, treading water, American crawl stroke, side stroke, and back stroke. All instruction will be done at a local indoor pool.

131-432 Aerobic Exercise

(1)

This course consists of high-energy exercises and uses the aerobic concept to promote physical fitness.

133-434 Jogging

(1)

Course is designed to teach the proper techniques of jogging and to help the student formulate a jogging and fitness program. An active jogging program will be prescribed for each student during the course.

135-436 Slimnastics

(1)

Course is designed for individuals interested in developing a pattern of physical exercises relating to good health. Specific muscles are exercised.

137-438 Physical Conditioning and Weight Training

(1)

This course stresses the importance of physical fitness. Routines and exercises needed to attain physical fitness for a healthful life-style will be taught. Weights will be used as an adjunct activity.

139-440 Aerobic Dance

(1)

This is an aerobic conditioning course which incorporates dance steps in the exercise session.

141-422 Recreational Activities

(1)

Various recreational activities will be offered depending upon the season and availability of services. Specific activities will be listed in the registration booklet prior to each semester. Activities may include windsurfing, skiing, canoeing, volleyball, and Irish Dance.

145-246 Sailing (Beginner)

(1)

The course will consist of classroom and water activities. It is designed for students interested in the fundamentals of sailing.

150 Self-Defense and Conditioning

(1)

This course is designed to help the interested student develop practical self-defense skills through the use of techniques and physical exercise.

**152 Entry Level Scuba Training
For Recreational Diving**

(1)

Basic skills and knowledge needed to participate in recreational sport diving will be taught. Topics will include diving equipment, underwater adaptation, communications, dive planning, boat diving, health for diving, and aquatic environment. Aquatic skills will be developed at a local pool. Certification optional after completion of five open-water training dives.

155 Horseback Riding

(1)

Students are divided into three basic groups — beginner, intermediate, and advanced riders according to their ability and experience. All instruction and riding is done at a local equestrian center.

161-262 Tennis (Beginner)

(1)

Instruction will be given in the basic skills and knowledge needed for an understanding and enjoyment of recreational tennis.

167-468 Squash

(1)

Basic instruction will be given in the game of squash as recreation. Local indoor squash courts will be utilized during this course.

171-472 Racquetball (1)

Basic skills and knowledge needed to enjoy racquetball as a recreational sport will be taught.

181-482 Bowling (1)

Course is designed to teach the proper techniques of bowling. All instruction will be done at a local bowling alley.

190 Teaching Physical Education and Health (1)

This course is designed to provide the education major with basic understandings of the need for and value of physical education and health in the school setting.

246-447 Sailing (Advanced Beginner) (1)

This course is a continuation of the beginning sailing course. The course is for those students who have grasped the fundamentals of sailing and wish to continue to more advanced techniques.

329-430 Swimming (Intermediate) (1)

Instruction by a certified teacher will be given in intermediate swimming techniques. Course content will include breast stroke, butterfly stroke, advance maneuvers, and diving. All instruction will be done at a local indoor pool.

345-446 Sailing (Intermediate) (1)

Advance techniques of sailing will be covered in this course. Sail trim, boat trim, and speed sailing will be taught.

354 Ballroom Dance (1)

Basic instruction will be given in musical recognition, rhythm, posture, dance steps, lead and follow, and style.

361-462 Tennis (Intermediate) (1)

This course is designed for individuals with a basic understanding of tennis skills. Instruction involving more advanced tennis skills and strategy will be given.

371-472 Racquetball (Intermediate) (1)

This course is designed for individuals with a basic knowledge of racquetball skills. Instruction will include advanced racquetball skills and strategy.

POLITICS

Chair: Rosamond Ethier, RSM, D.A.

The department identifies with the mission of the University as it seeks to promote virtue, piety, and learning by enabling students to evaluate their personal and collective goals in light of moral and political principles. The curriculum of the department focuses upon the environments of America and of the world. Multiple perspectives enable prejudices to be minimized and objectivity to be maximized.

The department offers courses leading to a major or minor in Politics. Transferring students may apply only two transferred politics courses to a Politics major or minor at the University.

REQUIREMENTS FOR THE POLITICS MAJOR

Minimum number of credits required: 30 semester hours.

POL/PHL 201 Political Philosophy I

POL/PHL 202 Political Philosophy II

POL 372 Seminar in Research and Methodology

POL 400 Guided Research (taken by senior majors in the final semester)

Six (6) elective politics courses approved by the department chair.

REQUIREMENTS FOR THE POLITICS MINOR

Minimum number of credits required: 18 semester hours.

POL/PHL 201 Political Philosophy I

POL/PHL 202 Political Philosophy II

Four (4) elective politics courses approved by the department chair.

COURSES

CREDITS

105 Survey of American Governments

(3)

A general survey of American governments at the federal, state, and local levels. Intended for the student not majoring in political science.

110 Principles of Political Systems

(3)

An examination of the four critical problems found in all societies: the creation of common identity, the organization of effective instruments of power, the establishment of legitimate authority, and the production of goods and services. An analysis of how different types of political systems would handle these problems.

- /PHL 201 Political Philosophy I (3)**
A survey of the development of political philosophy from Plato through Machiavelli. Emphasis is placed on the value systems from which the differing political solutions emerged.
- /PHL 202 Political Philosophy II (3)**
An examination of the political thought which seeded the modern nation-state. The political crises of the contemporary world and the proposed political solutions by theorists from the seventeenth through the twentieth century are focuses for consideration.
- 210 Law and Society (3)**
A survey course of basic American legal concepts and principles as they apply to the everyday life of the citizen. Among the areas to be considered are legal reasoning, law and official discretion, law and values, law and conflicting interests, law and the popular will, and the role of the lawyer in the legal system and in social reform.
- 212 Christianity and Politics (3)**
A general survey of the basic principles of political thought in Christian tradition. The principles are related to the present issues of America and other contemporary political communities.
- /HIS 312 Modern American Foreign Policy (3)**
An examination of America's role on the international scene in the twentieth century with an analysis of the interrelationship of domestic and foreign issues. Emphasis is given to the years of world leadership from World War II through the 1990s.
- 313 American National Government (3)**
An examination of the origins, development, and present status of political life in the United States at the national level. The structure, processes, and major issues are studied in both their historical perspective and contemporary importance.
- 314 State and Local Government (3)**
A general introduction to the origins, development, functions, and present status of state and local government in the United States. Consideration is given to the structures, processes, and major issues in both their historical perspective and contemporary importance.
- 316 Political Parties (3)**
The study of the history, functions, organizations, and methods of political parties. The nominations process, primaries and conventions, elections and voting behavior, the parties in Congress and the state legislatures and proposals for party reform are discussed.

318 State Government Internship (3)
Individual assignment to state government personnel in accord with career goals and professional competencies. *Prerequisite: Prior or concurrent registration in POL314 and approval of department chair*

/HIS 324 American Political Thought (3)
A survey of American political development from its origins in English liberalism to the progressive humanism of the twentieth century. By examining material from political and historical sources, this course surveys the dominant ideas of each epoch and the value systems that underpin them.

330 Politics of Development (3)
An analysis of the concept of political development and its relationship to nation building. A case study approach is used with special focus upon the Third World.

/HIS 331 Contemporary Latin America (3)
Central and South America and the islands of the Caribbean are discussed in terms of economic development, political and social reform, the military elite and church-state relations.

/HIS 332 Contemporary Middle East (3)
The Middle East is examined as a problem area in international relations. Emphasis is placed upon problems of Arab nationalism, Arab unity, and the economic modernization of representative countries of the region.

/HIS 333 Contemporary Africa (3)
An interdisciplinary approach to the study of independent African states. Attention is given to the social, geographic, and economic settings, to colonial experiences, and the contemporary political situation.

/HIS 334 Contemporary East Asia (3)
This study focuses on nations of East Asia in the context of their cultural/historical backgrounds and their response to Western impact. China and Japan receive special emphasis.

336 Political Communication and Public Opinion (3)
The impact of public opinion on political decision making and the influence of mass communications on policies and programs, external and internal, of the United States.

340 Comparative Government (3)
An examination of case studies of political socialization and political culture. Emphasis is placed upon political participation, interest groups, and interest articulation, political parties and systems, policymaking and implementation.

372 Seminar in Research and Methodology (3)
Methodological works appropriate to the field are examined, skills needed for research are developed, and practice in the selection of sources and materials is provided. *Prerequisite: Junior level Politics majors*

399 Special Topics (3)

Offered when interest is generated and department resources are available.

400 Guided Research (3)

Directed research culminating in thesis development, its public presentation and defense. *Prerequisite: Senior level Politics majors*

402 Geopolitics (3)

Surveys those geographical factors related to a world dominated by a system of sovereign states. The uneven distribution of population, natural resources, production of goods and services, living standards, foreign trade, and development assistance within the international community is emphasized. Analysis of world regions from a politico-geographical perspective considers present problems and future prospects.

403 Constitutional Law and Development (3)

Historical treatment of the establishment of the United States Constitution and its development to the present.

404 Civil Liberties (3)

A general review of civil liberties in the United States with special attention to issues related to racial discrimination, freedoms of speech, press, and national security programs.

413 International Relations (3)

Origins, forms, and forces of the nation-state system, the conduct and practice of diplomacy, and analysis of contemporary problem areas ranging from interdependence and limits of growth to detente and multipolarity.

414 International Organizations (3)

A study of the historical bases for international organizations, analysis of the factors influencing their development, and an examination of their contemporary role. Special emphasis is given to the United Nations system and developments in regional organizations.

416 Modern Ideologies (3)

An examination of the literature and ideological foundations of Communism, Socialism, and Fascism. The concept of ideology is analyzed, and becomes the organizational principle of the readings.

421 Congress and the Legislative Process (3)

A study of politics and party formation in the American Congress. The course includes investigation into the process of congressional improvement and organization, decision making and leadership, and it will explore the operation of the legislative party. Special emphasis is placed upon the problems of the representative assembly in the twentieth century.

/HIS 422 American Presidency

(3)

An explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the Courts. The nature of presidential leadership and personality is also explored.

423 The American Judiciary

(3)

A study of the origins, growth, and scope of American legal institutions with emphasis on the role of the U.S. Supreme Courts in policy formation.

430 Legal Foundations of Public Administration

(3)

An explanation of the authority, procedures, and methods used by executive and independent agencies in the administration of public policy and the general problem of adjusting the administrative process to traditional constitutional and legal principles.

PSYCHOLOGY

Chair: Anthony A. Walsh, Ph.D.

Psychology has a special appeal to many students. The members of the department know this discipline is uniquely attractive and strive to translate this into opportunities for personal growth and development.

The members of the department view psychology as an invaluable aid in the search for knowledge about human behavior and also as an important aid to the individual who is striving toward self-understanding and self-actualization. We believe that a person who understands human behavior well is a person who is more capable of self-fulfillment and better prepared to accept human diversity.

The challenge and interest of psychology lie in the opportunity it presents to students to understand themselves better, to grow as a result of the experience, and to gain a healthy respect for others. Psychology also offers the student an opportunity to study firsthand the multifaceted issues which bear upon the study and the understanding of the total human experience. These issues would include emotional and intellectual growth, developmental processes and changes throughout the life cycle, social forces affecting behavior, deviation from mental health, human cognition, the quantification and measurement of human behavior, how we learn, what physical factors affect our actions, and what it is that makes man unique in this world.

REQUIREMENTS FOR THE PSYCHOLOGY MAJOR OR MINOR

Students considering the Psychology major or minor should contact the department early in their college career to discuss their long-term goals, suggested sequences for courses, and the departmental requirements. Students apply for admittance to the department after successfully completing PSY 100 with a minimum of a C. Transfers who have taken this course elsewhere must complete one elective Psychology course successfully with a C before applying for admittance.

It is expected that seniors who wish to graduate with either a major or minor in Psychology will have taken more than half of their Psychology courses at the University, 7 courses for majors, 4 courses for minors. Majors will also be required to demonstrate that they possess a minimum level of computer literacy. Thereafter, the following requirements must be met.

REQUIREMENTS FOR THE PSYCHOLOGY MAJOR

Psychology majors must take the following required courses: PSY 100, 209, 220 (or 230), 250, 260, 270, 320, 360, 370, 430, and two additional PSY electives (not counting 499) for a total of 37 semester hours.

REQUIREMENTS FOR THE PSYCHOLOGY MINOR

A student who wishes to minor in Psychology must take a minimum of 18 semester hours of course work.

COURSES

CREDITS

100 Introduction to Psychology (3)

This course is designed to provide the student with a general overview of this diverse field. It surveys such areas as basic research design and quantification in the behavioral sciences, growth and development, cognition and learning, motivation and emotion, personality and conflict, maladaptive behavior, adjustment, and mental health. This course is prerequisite for all further study in this department.

220 Child Psychology (3)

Child growth from conception to adolescence is explored to gain an understanding of individual differences, healthy personality development, and maladjustment. Typical behavior patterns and common transient divergences from these patterns will be discussed with reference to their hereditary and environmental antecedents. *Prerequisite: PSY 100*

230 Adolescence and Adulthood (3)

This course studies the experience of adolescence and adulthood by examining the developmental tasks which are unique to different periods of life. It explores physical, emotional, social, cognitive and intellectual development from the onset of adolescence to old age. *Prerequisite: PSY 100*

250 Social Psychology (3)

This course is designed to provide the student with a basic understanding of human social behavior. It focuses on such phenomena as person perception, social influence, self-justification, aggression, and prosocial behavior. Considerable emphasis is placed on the application of course material to "real-life" situations. *Prerequisite: PSY 100*

260 Theories of Personality (3)

In this course, students will survey the most important theories of personality in contemporary psychology. The way each theorist views the structure, dynamics, and development of personality is emphasized to facilitate comparisons. Additionally, each theory will be evaluated as to its validity and the reasonableness of its underlying assumptions. Some discussion of applications is included. *Prerequisite: PSY 100*

270 Cognitive Psychology (3)

This course examines contemporary research and findings in human cognition in regard to the higher mental processes of learning and memory, problem solving, concept formation, language development, thinking, imagery, attention, and pattern recognition. *Prerequisite: PSY 100*

280 Abnormal Psychology (3)

This course presents an examination and evaluation of traditional (i.e., historically important) and current approaches to understanding the more serious behavior and mental disorders. Course content will draw examples from the Multiaxial DSM-III-R (Diagnostic and Statistical Manual of Mental Disorders, Third Edition, Revised) as well as from more behaviorally based theories. *Prerequisite: PSY 100*

290 Statistics and Research Design (3)

This course is designed to prepare participants to use and understand the conventional techniques employed in the analysis of scientific research outcomes. Students will learn the procedures and methods underlying the quantification, evaluation and presentation of empirical measurement data in the formal manner associated with scientific reporting. Topics to be covered will include, but not be limited to, parametric and non-parametric methods comprising the testing of hypotheses of difference and association, and analysis of variance, and factorial designs. *Prerequisite: Fulfillment of the University's statistics requirement. May not be taken concurrently with PSY 370.*

300 Contemporary Issues in Psychology (3)

This course investigates a topic of current interest in the field of psychology. The topics to be covered and the focus of the course will be specified at the time of registration. *Prerequisites: PSY 100 plus one additional PSY course or permission of the instructor.* **NOTE:** For some courses offered under this title prerequisites may be different and will be published in the registration booklet.

320 Theories of Learning (3)

This course is designed to familiarize the student with the major theories of learning. The philosophical and empirical bases, methodologies, underlying assumptions, and topics of concern to both historically important and current theories are discussed. Applications of learning theory to problems and issues in learning are included. *Prerequisites: PSY 100 plus one additional PSY course or permission of the instructor*

330 Psychological Testing (3)

This course is designed to familiarize the student with the various types of psychological tests, including, but not limited to, those of aptitude, achievement, personality, vocational interest, and intelligence, and their uses and limitations. Problems in measurement and the concepts of reliability and validity will be discussed. *Prerequisites: PSY 100 and one additional PSY course, Junior class standing, or permission of the instructor*

360 Brain and Behavior (3)

The anatomical and physiological functioning of the nervous system and endocrine systems in humans are studied in reference to their relationship to behavior. The physiological and neural aspects of motivation, emotion, learning, sensation, and perception are emphasized. Some prior exposure to general biology is helpful but not required. *Prerequisites: PSY 100 plus one additional PSY course or permission of the instructor*

370 Experimental Psychology (4)

This course introduces the student to methods of research in psychology with special emphasis on the experimental method. Students gain experience in all phases of scientific inquiry: developing hypotheses, conducting literature searches, designing experiments, analyzing data, and writing research reports. *Prerequisites: PSY 100 and PSY 209. May not be taken simultaneously with PSY 209*

380 Contemporary Schools of Psychology (3)

This course explores the ideas and theories of the principal representatives of the major schools of contemporary psychology. Students will be exposed to primary source material by such theorists as Freud, Skinner, and Rogers. *Prerequisites: PSY 100 plus one additional PSY course or permission of the instructor*

430 History and Systems of Psychology (3)

This course surveys the major concepts and theoretical positions which have contributed to the emergence of psychology as a modern science. Psychology's development is viewed in the broader context of the history of the behavioral and mental health sciences in general, with attention given to representative controversies and the inherent presuppositions of different psychological systems. *Prerequisite: Open to declared Senior Psychology Majors or permission of the instructor*

499 Independent Study (3)

This course is designed to permit advanced students to conduct independent study supervised by a member of the department faculty. Topics to be investigated, objectives to be met, and the criteria for grading must be prearranged during the semester prior to the one in which the study is to take place. Enrollment in this course requires the permission of both the department chair and the Academic Dean. *Prerequisites: PSY 100 and three additional PSY courses*

RELIGIOUS STUDIES

Chair: Karen Dobson, Ph.D.

Considering religious studies an academic discipline, the department seeks to help students bring their critical intelligence to bear on the phenomenon of religion and particularly on its Christian and Catholic manifestations. "Critical" in the above description is used in the sense of exercising judgment in an ordered way. Intelligence includes not only rational objectivity, but also an awareness of one's experience, emotions, nonrational consciousness, and the presuppositions that one brings to the study of a particular religious tradition. To understand from within a religious tradition, to clarify one's attitudes, to take a stance, to decide what one's relation to religion is and will be is the work of critical intelligence. To initiate such critical and intelligent reflection is the aim of the religious studies program.

REQUIREMENTS FOR RELIGIOUS STUDIES MAJOR

Students concentrating in Religious Studies must take a minimum of 30 semester hours. The required courses are: RST 221, 231, 232, 290, 331 and five RST electives. Each major program should be approved by the department chair. In addition, the Religious Studies major must take two advanced Philosophy courses approved for the RST major.

REQUIREMENTS FOR RELIGIOUS STUDIES MINOR

Students minoring in Religious Studies must take four RST courses beyond RST 100 and 120. Each minor's program should be approved by the department chair.

REQUIREMENTS FOR ALL STUDENTS

Three courses (9 semester hours): RST 100, 120 and one other RST course. STUDENTS ARE ENCOURAGED TO COMPLETE RST 100 AND RST 120 WITHIN THE FIRST FOUR SEMESTERS OF THEIR PROGRAM. THESE TWO COURSES ARE A PREREQUISITE TO ALL OTHER RST COURSES.

COURSES

CREDITS

100 Foundations of Religious Thinking (3)

This course introduces the student to a way of thinking that can be applied to questions about religion and religious beliefs. With this method as a tool, the students examine the following topics: the function of religion in giving meaning to the individual and society; the nature and function of religious language (myth, ritual, theology); the relationship between faith and reason (belief in God, the criteria for truth in religious language); the contemporary expression of Christian and Catholic beliefs; the religious faith and moral decision making.

120 Foundations in Moral Thinking (3)

This course is an introduction to the sources and the validity of norms associated with a selected number of religious moral frameworks. Particular emphasis will be placed on their applicability to a selected number of issues in a pluralistic society. A case study method will be used.

221 Christian Ethics and Social Issues (3)

Through lectures, readings, class discussion, speakers, and the media, this course will afford students an opportunity to explore the ethical dimensions of contemporary social issues, including the global food situation, world population patterns, the distribution of the world's resources, economic development and trade, nuclear arms and energy, environmental concerns, and other related issues. Catholic teaching as represented in the social encyclicals and the contributions of Vatican II will provide the framework for this consideration, which will be grounded in Catholic moral theology and developed through a theory/praxis approach.

231 Understanding the Old Testament (3)

An introduction to the study of the Hebrew Scriptures which serve as a bedrock for Christianity and western culture. Special attention is focused on the process by which the scriptures evolved against the backdrop of Israelite history.

232 Understanding the New Testament (3)

This course examines the history, literature, and religion of primitive Christianity by means of contemporary methods of biblical interpretation; the course emphasizes reading, studying, and praying the Scriptures.

290 World Religion (3)

This course will offer students the opportunity to examine the fundamental beliefs and forms of religious expression of the major world religions as well as several related forms of religious belief. It will attempt to engage students through class presentations, media, and discussion in a long search for the meaning, purpose, and value of religion as a phenomenon in the world today.

321 The Church in the Modern World (3)

The Church develops her teaching on man/woman, on the world which is the enveloping context of man/woman's existence, and on man/woman's relations to other people in society. Consideration will be given to aspects of modern life and human society that touch us more closely, especially those questions and problems which seem to have a greater urgency in our day.

322 Religious Education: Proclaiming Justice and Peace in Humanity (3)

Cultural pluralism leads the Church to reaffirm the mission of education and foster truly Christian living in the development of the total formation of the person. Participants will rediscover various ways to integrate faith and culture leading the student to a personal integration of faith and human existence.

331 Church History (3)

A survey of the history of the Christian Church, including its roots in the New Testament, significant events and movements from the patristic era to Vatican Council II, pertinent documents of Vatican Council II, and analysis of various models of the Church which have developed through history.

333 Christian Sacraments (3)

A study of Christian sacraments from the perspective of religious experience and symbol; Christ the primordial sacrament, the Church as sacrament, and a historical-liturgical examination of each sacrament.

336 Christian Marriage (3)

The course is an investigation of the theology of Christian marriage. It examines the historical and theological development of marriage as well as the development of sexual attitudes in light of the teaching of the Second Vatican Council (e.g., *Gaudium et Spes*).

340 Jesus Christ Through History (3)

"Who is this man, Jesus?" Some of the greatest minds of Western civilization have grappled with this question. Beginning with a study of the historical Jesus, this course will trace the development of some of the major explanations of the meaning of Jesus.

399 Special Topics (3)

These courses are offered to meet and explore timely theological academic interests.

Christian Ethics and Current Biomedical Issues

An examination of major current biomedical issues in the light of Christian ethical theory. Topics such as abortion, human reproduction engineering, genetic engineering, behavioral engineering, death, dying and euthanasia, and organ transplants will be discussed.

Contemporary Catholic Theology

This course explores in depth the roots and development of Catholic Theology in scripture, tradition, and Church history. Current questions and a method of responding to Church problems while distinguishing essentials from nonessentials are examined.

Death, Dying, and Euthanasia in Christian Perspective

An in-depth study of the contemporary American experience of death, dying, and euthanasia from a variety of dimensions: cultural, medical, social, psychological, legal, and ethical. Particular emphasis will be placed upon Christian perspective.

The Jewish Experience

An examination of the formation of Judaism, its different manifestations in various times and cultures, its contemporary situations and vitality.

New Testament Letters

An examination of the development of Pauline theology, Christianity, and ecclesiology in the setting of the Roman Empire and the Judaism existing in the first century. Consideration will be given to the apostle Paul and the emergence of Christianity from Judaism.

401 Christian Ethics and the Justice System

The course is intended to investigate the interplay of Christian ethics and the American Criminal Justice System.

499 Independent Study

(1-3)

Course work arranged for Religious Studies Majors seeking to pursue avenues of learning outside of the existing offerings of the department.

SOCIAL WORK

Chair: Stephanie Muri, DSW (cand.)

The Social Work Department offers an accredited program leading to a Bachelor of Science in Social Work. The curriculum is designed to meet national standards for undergraduate Social Work education and for beginning professional practice. The program has been fully accredited by the Council on Social Work Education since 1984.

Students in the Social Work Program who successfully complete the requirements for the Bachelor of Science in Social Work need not fulfill the requirements for a minor in another field.

REQUIREMENTS FOR SOCIAL WORK MAJOR

Social Work majors qualify for entrance into the professional degree program by successfully completing SWK 100, and course work in other disciplines which can be used to meet the General Education requirements: BIO 110, GEO 210, PSY 100, SOC 110, one Psychology elective and one Politics elective.

The required Social Work courses for the major, in addition to SWK 100, are: SWK 203, 204, 302, 315, 316, 320, 360, 403, 404, 410, 420, 430, 450, 470 and one Social Work elective. Finally, each Social Work major is expected to take three one-credit workshops designed to address issues concerning diversity, oppression, and populations at risk (SWK 090-099).

CURRICULUM COMPONENTS

Following the orientation to the profession of Social Work provided in SWK 100, Social Work courses are arranged according to standard components of Social Work education: Social Policy (SWK 203 and 204), Human Behavior in the Social Environment (SWK 315 and 316), Research (SWK 403 and 404), Methods of Practice (SWK 320, 410, and 430), and Field Experience (SWK 360, 420, and 450). Each component must be taken in the required sequence.

The Field Experience offers a total of over 540 hours of professionally supervised internship in social service agencies. Electives and workshops on topics of special interest are offered each semester. In the final semester of the senior year, an integrative seminar is required, SWK 470.

REQUIRED COURSES

CREDITS

100 Introduction to Social Work (3)

A preliminary overview of the profession which gives special consideration to social work values and ethics and an in-depth look at the profession's commitment to society's most vulnerable populations. Students enrolled in this course complete a twenty-eight-hour volunteer experience by the semester's end.

203 Social Problems Analysis (3)

An analysis of the major problems which lead to societal and personal dysfunction with emphasis on methods of prevention and solution and the connections between public issues and individual difficulties.

Prerequisite: SOC 110

204 Social Welfare Policy (3)

A course designed to afford students insight into the formation of policy and its influence on social service delivery systems; social welfare policy is viewed as a social problem-solving activity. *Prerequisite: SWK 203*

315 Human Behavior in the Social Environment I (3)

The first part of a two-semester course designed to offer students a knowledge base for understanding the relationships among social systems as they affect and are affected by individual behavior. Theories of human development through the life cycle from conception through young adulthood are discussed in addition to the principles and terminology of systems theory. An appreciation for social and cultural diversity is emphasized. Differences in experience based on gender, ethnic background, social class, and religion are addressed. *Prerequisite: Junior status.*

316 Human Behavior in the Social Environment II (3)

The continuation of SWK 315, which focuses on the life cycle from middle adulthood through later adulthood. The impact of various social systems (communities, groups, organizations, and families) on individual behavior and the interrelationships among these systems continues to be emphasized. Diversity issues to be addressed include sexual orientation, race, culture, and disablement. *Prerequisite: SWK 315*

320 Methods of Practice I (3)

This course provides the foundations of generalist social work practice within the systems framework. Basic practice principles and initial practice skills are studied, using a variety of classroom techniques to simulate client problem-solving situations. Emphasis is placed on the community context of social work and the use of resources. *Prerequisite: SWK 315*

360 Field Experience I and Seminar (3)

Students are introduced to the community setting of social work practice by placements in social service agencies under professional supervision for eight hours a week. Understanding of agency function and the community network of resources is a basic lesson. Data collection, referral, and supportive interviews are experienced. The primary responsibilities of direct practice are observed and practiced. *Prerequisite: SWK 315*

403 Research Methods - I (3)

Part one of this two-semester course provides an overview of the function of research in the social work profession, introducing the student to basic principles in research, basic statistical concepts and tests, and design and measurement techniques. Students will become familiar with the use of the computer in performing statistical operations and in storing, tabulating, and reporting data. *Prerequisite: Junior or Senior Social Work major.*

404 Research Methods - II (3)

Part two of this two-semester course provides each student with the opportunity to design and implement an individual research project pertaining to the student's own interest and relevant to the profession of social work, employing the knowledge and tools developed in the preceding semester, with an emphasis on research issues connected with minorities and other special populations. *Prerequisite: SWK 403*

410 Psychosocial Assessment (3)

This course is designed to develop students' personal awareness and professional skills so that they may effectively undertake the first step in the problem-solving process: assessment. A systems approach emphasizing the interrelatedness of biological, psychological, and social factors will be used to examine the assessment process with individuals as members of families, groups, organizations, and communities. *Prerequisite: SWK 320*

420 Field Experience II and Seminar (6)

Supervised professional practicum in a social service agency suited to the individual student's specific practice interests for sixteen hours per week. Emphasis is placed on the application of systems theory to client situations and on the problem-solving process. Participation in a weekly seminar for discussion of field experiences is also required. *Prerequisite: SWK 320*

430 Methods of Practice II (3)

This course is designed to teach students how theories of human behavior are incorporated into and utilized with each step in the problem-solving process. At least five theories of practice are examined. Students are shown how each of these theories can be used to guide intervention activities with the person in the environment. *Prerequisite: SWK 320*

450 Field Experience III and Seminar (6)

This is the continuation of the placement from the previous semester. Learning is focused on exploring multiple theories and the application of various methods and intervention strategies. Participation in a weekly seminar for discussion of field experience and professional style is also required. *Prerequisite: SWK 420*

470 Social Work Seminar (3)

The object of this course is the integration of past learning, from social work courses as well as from the liberal arts foundation, into a practice framework. In addition, there is a job preparation unit in which students prepare their professional resumes and participate in simulated job interviews. *Prerequisite: SWK 430*

090-099 Required Workshops on Populations-at-Risk

Social Work Majors must select three of the following one-day workshops on topics of diversity and oppression that prepare students to understand and appreciate cultural and social differences among individuals and groups.

SWK 094 Sexual Orientation: Gay and Lesbian Issues

SWK 095 Ageism in America

SWK 096 Sexism in Contemporary Society

SWK 097 Racism and Its Impact

ELECTIVES

330 Working with Women (3)

Using a social systems approach, this course presents a model for understanding women as individuals struggling with personal problems and as a social group affected by society and its institutions.

Prerequisite: PSY 100 or SWK 203

340 Working with Children and Adolescents (3)

A study of the developmental tasks of childhood and adolescence, using a social systems framework to highlight the impact of families, schools, communities, and society. Basic intervention skills are taught, and special attention is given to children at risk. *Prerequisite: PSY 100 or SOC 110*

350 Working with Families (3)

Presentation of a unified and comprehensive view of the family, including family policy, family theory, and family therapy. Analysis centers on the family as a system, the family in relation to other systems, the family as a unit of interaction, and the individual within the family. Emphasis is on specific skills to work with cultural diversity and families at risk. *Prerequisite: SOC 110*

370 Understanding Social Work Practice through Fiction, Drama, and Poetry (3)

This course is designed to help students to become more aware of and sensitive to a variety of social, cultural, racial, and interpersonal system issues which tend to be outside our realms of experience, through an examination of selected works of literature.

380 Working with People in Groups (3)

An experiential view of group as a social work method of problem-solving through personal interaction. Group development, process, and content areas will be highlighted. Participation in personal growth group is required.

Prerequisite: PSY 100

390 Working with Abusers of Alcohol and Other Drugs (3)

This course provides an opportunity to examine attitudes and beliefs regarding alcohol and other drug abuse and dependence and its impact on the individual, family, and society. Practical, concise information along with techniques for intervention are explored. Theories of treatment are discussed and differences based on culture, gender, and ethnicity are emphasized.

399 Special Topics (3)

Courses of special interest on current issues in the human services determined by the department and offered on an irregular basis.

499 Independent Study (3)

Supervised study in an area not available in regularly scheduled courses.

Prerequisite: Proposal approved by social work faculty

080-089 Elective Workshops

These workshops are intended to prepare students to deal with special populations, programs, problems, and techniques of Social Work. These include 088/SED 099 Learning Unlimited and 089 Volunteerism in the Nineties.

Sociology

371 Sociology of Religion (3)

A concentration on the social dimensions of religion and those aspects of religion which relate to social behavior. The course will also examine religious groups and institutions, the behavior of individuals in these groups, and the conflicts which exist between and within groups. *Prerequisite: SOC 110*

399 Special Topics (3)

Courses of particular sociological interest are determined by the department and offered on an irregular basis.

412 Research Methods in Sociology (3)

A course which examines the process and techniques of sociological research from the initiation of the project through research design and data collection. *Prerequisites: SOC 110, STA 200, and Junior standing*

470 Coordinating Seminar (3)

For Sociology Majors only. *Prerequisite: Permission of department chair*

490 Internship (3)

499 Independent Study (3)

Supervised study in an area not available in regularly scheduled courses. *Prerequisite: Proposal approval by Sociology Department*

SPANISH

Chair: Heriberto Vazquez, Ph.D.

In support of the University's mission to lead students to truth in all areas of living, the Spanish Department provides students with opportunities to learn, to speak, to understand, to read, and to write Spanish; to appreciate the culture, civilization, heritage, and literature of another people; to explore ethnic backgrounds; to promote understanding between individuals and nations; and to develop their linguistic skills.

Besides taking courses in the Spanish language, literature, and civilization, the students may major or minor in Spanish in one of two options: 1) literature or 2) language.

REQUIREMENTS FOR SPANISH MAJOR (CHOOSE 1 OR 2)

1. Literature

Students must take a minimum of 33-36 semester hours. (100 level courses do not count towards the major.) The required courses are SPA 203 and 204, or 213; 241, 242; 300 or 321, 301, 302; 390; 411, 412; 490, and two electives.

2. Language

Students must take a minimum of 30-33 semester hours. (100 level courses do not count towards the major.) The required courses are SPA 203 and 204, or 213; 241, 242; 300 or 321; 411; and elective courses to be approved by the department chair.

Majors are encouraged to spend a semester studying in Spain or in another Spanish-speaking country.

REQUIREMENTS FOR DOUBLE MAJOR IN SPANISH AND SECONDARY EDUCATION

Students who select a double major in Spanish and Secondary Education are required to complete the following Spanish courses: SPA 203 and 204, or 213, 241, 242, 300, 301, 308, 321, 401, 411, and two Spanish electives. Students must also complete the requirements of the Secondary Education Department.

REQUIREMENTS FOR SPANISH MINOR (CHOOSE 1 OR 2)

1. Literature

Students must take a minimum of 18-21 semester hours. (100 level courses do not count towards the minor.) The required courses are SPA 203 and 204, or 213; 241, 242, 300 or 321, one course in Spanish literature, one course in Latin American literature.

2. Language

Students must take a minimum of 18-21 semester hours. (100 level courses do not count towards the minor.) The required courses are SPA 203 and 204, or 213; 241, 242, 300 or 321, one course in literature.

COURSES

CREDITS

101-102 Practical Spanish I, II

(3),(3)

The aim of these courses is to facilitate the use of the Spanish language of the street, home, and other areas of everyday life. Emphasis is on building a useful vocabulary and the ability to function in a Spanish speaking country.

105-206 Spanish for Nurses and Medical Personnel I, II

(3),(3)

The aim of these courses is to provide the opportunity to learn Spanish for those pursuing a medical career. The courses deal with the daily requirements of work and provide opportunities to develop the ability to communicate with clients who speak only Spanish.

107-108 Spanish for Social Workers I, II

(3),(3)

These courses provide the opportunity to learn Spanish for those interested in pursuing a career in social work. The courses deal with the daily requirements of people needing social assistance who speak only Spanish.

109-110 Spanish for Law Enforcement Officers I, II

(3),(3)

These courses provide the opportunity to learn the Spanish necessary to deal with the requirements of police work and to develop the ability to communicate with people who speak only Spanish in relation to constitutional rights, infractions of the law, and fines. General information, directions, and first aid will be included.

111-112 Elementary Spanish I, II

(3),(3)

Courses for those who have not previously studied Spanish. They provide opportunities for the development of the fundamental skills: reading, speaking, listening and expression.

203-204 Intermediate Spanish I, II

(3),(3)

Courses for students who have pursued Spanish in high school. The aim of these courses is to consolidate previous language study into a functional body of knowledge, supplementing the review of Spanish grammar, with cultural reading, increased oral proficiency, and writing skills.

207-208 Spanish for Business and Industry I, II (3),(3)

The aim of these courses is to facilitate the use of the Spanish language in commerce, banking, tourism, and other businesses. Emphasis is placed on economic, managerial, and technical terms most likely to be met in dealing with international markets. *Prerequisites: SPA 111, 112 or permission of instructor*

213 Advanced Spanish Grammar (3)

Course in the intensive study of the structure of the Spanish language. *Prerequisites: SPA 111, 112 or equivalent*

241-242 Conversation, Composition, and Reading I, II (3),(3)

These courses provide opportunities to further skills in comprehension, conversation and composition. *Prerequisites: SPA 111, 112 or permission of instructor*

300 Latin American Culture and Civilization (3)

A course devoted to the detailed study of the fundamental aspects of the historical, geographical, political, economic, social, and cultural expression of Spanish America from precolumbian times to the present. Lectures are supplemented by discussions and the presentation of related cultural materials, slides, tapes, records, and films. *Prerequisite: SPA 241*

301-302 Spanish Literature I, II (3),(3)

A course concerned with a panoramic history of Spanish literature. Students consider the development of literary movements through the centuries with attention to the principal authors, their works and influences. This course is open to majors, minors, and to other qualified students with superior linguistic preparation. *Prerequisite: SPA 242 or permission of instructor*

308 Teaching a Modern Foreign Language (3)

A practical course concerned with the methods and theory of modern audio-lingual techniques in the teaching of foreign languages, including an overview of structural linguistics as the basis of these techniques. The areas of FLES, bilingual education, cultural context and programs. The effective use of language laboratories and the integration of modern techniques with the more traditional ones will be explored. *Prerequisite: Spanish major or minor standing*

321 Spanish Culture and Civilization (3)

A course concerned with the study of geography, history, and economic life in Spain as it affects the literature, fine arts, and life of the people of Spain. Lectures are supplemented by discussions, and the presentation of related cultural materials, slides, tapes, records, and films. *Prerequisite: SPA 242*

322 Contemporary Life (3)

By means of periodicals, newspapers, magazines, and new books, the students engage in conversational Spanish and discussions of current events in the world. *Prerequisite: SPA 242*

340 Spanish Literature of the Nineteenth Century (3)

A course concerned with tracing the development of literary Romanticism, Realism, and Naturalism in nineteenth century Spanish masterpieces. *Prerequisite: SPA 242*

360 Advanced Conversation (3)

This course is designed to provide students and prospective teachers of Spanish greater facility in both oral and written Spanish. Oral comprehension and fluency of expression will be developed through group discussion, taped interviews, and literary recordings. *Prerequisite: SPA 242*

390 Spanish Reading Seminar - Masterpieces (3)

Masterworks of the major Spanish writers, including Poema de Mio Cid, Libro de Buen Amor, Libro del Conde Lucanor, la Celestina, el Quijote, and others are studied. *Prerequisite: SPA 242*

399 Special Topics (3)

These courses offer the opportunity for in-depth study of an area determined by student interest. *Prerequisite: Permission of instructor*

400 Literature of the Golden Age (3)

A course concerned with the chronological study of the prose, poetry, and drama of Spain's classical period. A study of the major authors and their works with extensive reading of their works is required. *Prerequisite: Junior/Senior standing*

401 Introduction to Linguistics (3)

Introduces the basic concepts of linguistics through readings in fundamental systems and theories. Emphasis is given to an analysis of the nature and structure of the Spanish language based on phonological, morphological, and grammatical principles. *Prerequisites: SPA 241 and 242*

410 Contemporary Spanish Literature (3)

A course concerned with a study of the principal currents and tendencies of contemporary Spanish literature beginning with the Generation of '98 and the Modernist Movement to the present day. *Prerequisite: Junior/Senior standing*

411-412 Spanish American Literature I, II (3),(3)

A course concerned with a study of the literature of Spanish America, its general structure and trends, including the major writers from the colonial period to the present. *Prerequisite: Junior/Senior standing*

490 Senior Seminar (3)

Prerequisite: Senior standing

STATISTICS

Institute Coordinator: M. Maurice Boyle, RSM, Ph.D.

The undergraduate courses in Statistics constitute a component of the Salve Regina University Institute of Statistics. The Institute offers courses at the undergraduate level, a Master of Science in Statistics, certification programs for statistical analysis, and other continuing education courses and workshops in statistics. A major component of the Institute is the Statistical Laboratory and Computer Center.

COURSE

CREDITS

STA 201 Elementary Statistics I

(3)

This course will cover a broad spectrum of fundamental Statistic concepts and techniques which are common to a number of specialized disciplines. Topics included are frequency distribution, measures of central tendency and variation, probability rules, discrete and continuous probability rules, discrete and continuous probability distributions, sampling distributions, point and interval estimation, hypothesis testing, and simple models.

STA 202 Elementary Statistics II

(3)

This course will be a continuation of Elementary Statistics I. It will extend the study and utilization of fundamental Statistic concepts and techniques. The topics will include inferences of linear regression and correlation, multiple regression, analysis of variance (one-way and two-way), and chi-square tests. *Prerequisite: Elementary Statistics I*

THEATRE

Chair: Bernard G. Masterson, Ph.D.

Theatre is a collaboration of many art forms. Its appreciation and understanding can lead to a perceptual and sensitive career. The theatre curriculum at the University provides students the opportunity to master the literary background of the theatre and to acquire skills and techniques in preparation for professional theatrical careers or for educational theatre. The curriculum is designed to aid the student in understanding the correlation between the theoretical and the pragmatic aspects of class work with productions. Opportunities are available for the theatre student to work with the staff on an individual basis both in main stage productions and in studio presentations.

REQUIREMENTS FOR THE THEATRE ARTS MAJOR

Students electing to major in Theatre must complete the core requirements as well as select a concentration from Theatre Arts (52 credits). Core requirements for Theatre are THE 101, 102, 201, 202, 211, 212, plus dance (4 credits), voice/music (6 credits).

REQUIREMENTS FOR THE DOUBLE MAJOR IN THEATRE ARTS AND SECONDARY EDUCATION

Students selecting a double major in Theatre Arts and Secondary Education must complete the following courses for a total of thirty-one (31) credits: THE 001, 101, 102, 201, 212, 302, 305, 335, 360, 461, and 490. Students selecting a double major in Theatre Arts and Secondary Education must also satisfy the requirements of the Secondary Education Department.

REQUIREMENTS FOR THE THEATRE ARTS MINOR

Students electing to minor in Theatre Arts must take at least 18 credits. Core requirements are THE 101, 102, 201, 212, 335, and plus one elective approved by the department chair. Students electing to minor in Technical Theatre must take at least 18 credits. Core requirements are THE 101, 212, 231, 335 or 336, 333 or 334, 454.

COURSES**CREDITS**

- 101 Introduction to Theatre Arts (3)**
This course will offer students an overview of the many aspects of contemporary theatre, including the Broadway Stage, the Hollywood scene, Television Media, theatre history, dramatic criticism, and facets of production both performance and technical.
- 102 Creative Dramatics and Improvisations (3)**
Through observation, practice, creative movement, dramatic play, and characterization, the student explores improvised drama to be used as a technique in his/her career or in life.
- 150 Voice: Placement I (1)**
- 151 Introduction to Movement (1)**
To teach the student the fine art of movement, to allow the student to be comfortable and effective in his or her physical communicative skills.
- 152 Classical Ballet (1)**
This course is designed to give beginning students a basic understanding and knowledge of classical ballet. Basic ballet, barre work, and center work will be covered.
- 201 Acting I: The Actor's Voice (3)**
Vocal techniques of breathing, resonance, phrasing, emphasis, and tempo are studied with the goal of developing a universal and formal speech pattern.
- 202 Acting II (3)**
The purpose of the course is to teach the beginning actor the mechanics of selecting, rehearsing, and presenting scenes from the contemporary theatre. This course further develops the actor's voice and speech. Careers in the theatre are studied, and the preparations (auditioning, photos, resumes) for such careers are emphasized. *Prerequisite: THE 201*
- 211 Theatre History I (3)**
Surveys the theatre from its classical beginning to the Renaissance era, emphasizing the development of the physical theatre and dramatic forms. Field trips to local stage houses and attendance at plays in the area will be included when feasible.
- 212 Theatre History II (3)**
A study of the theatre from the Restoration Period to the Contemporary Scene.

- 231 Makeup I: Stage and Film (3)**
The course introduces the student to the basic concepts of makeup as an illusionary technique in the performing arts. A combination of character study, painting, lighting, and three-dimensional form as it applies to facial anatomy will be emphasized. The student will also be introduced to the art of mask making and the various techniques required for stage, film, television, and advertising. An historical perspective of makeup styles and fashions will also be studied. Along with the theoretical aspects of makeup, the student will be exposed to the practical aspects of stage makeup by completing a required number of laboratory hours during the semester's scheduled productions.
- 232 Makeup II: Prosthetic Techniques (3)**
The course involves the students with the materials and techniques necessary for the making and application of three-dimensional prosthetic makeup. Special emphasis is placed on developing a working knowledge of facial anatomy and sculpture as it applies to makeup for film, television and stage. Students will be required to design an original three-dimensional makeup using a minimum of three cast pieces. Demonstrations will include an introduction to the making of foam latex appliances, ventilated hairpieces, and false teeth for theatrical use. *Prerequisite: THE 231 or permission of the instructor. Lab hours required.*
- 250 Voice: Placement II (1)**
- 251 Modern Dance (1)**
An introductory course acquainting the student with the principles of movement. Included will be the study of breath, kinesthesia, centering, and projection.
- 252 Jazz Dance (1)**
This basic course in jazz dance will cover jazz-walks, arms, steps, turns, and combinations. It is a good exercise course as well as a dance course.
- 301 Acting III (3)**
A lab class governing the styles of acting from the Classical, Elizabethan, Restoration, and the Victorian eras. *Prerequisite: THE 202 or permission of the instructor*
- 302 Acting IV (3)**
Course focus is on eclectic acting styles in the Contemporary Theatre. *Prerequisite: THE 301 or permission of the instructor*
- 305 Methods and Materials for Teaching Theatre (3)**
Teaching theatre on the secondary level is the main focus of this course. Visitation to area schools that have theatre in their curriculum will be made available.

- 307 Reading in the Content Area of Theatre (3)**
This course examines the content, methods, and materials appropriate to teaching of reading in teaching theatre.
- 333 Costume Design I (3)**
The theoretical and practical aspects of costuming for the theatre are covered through a lecture-laboratory format. The history of fashion and theatrical costume is studied in conjunction with basic costuming design concepts, techniques of rendering costume plates, the evolution of a stage costume, fabrics, pattern drafting and special materials. At least 20 hours of laboratory work are required.
- 334 Costume Design II (3)**
In conjunction with basic design concepts and techniques of rendering costume plates through the use of fabrics, pattern drafting and special materials are studied. At least 20 hours of laboratory work are required.
- 335 Stagecraft (3)**
A practical study of the fundamentals of stage carpentry will include training in the proper use of tools and various scenic materials. The course is designed as a studio course in which students will work on individual projects and on the construction of scenery for main stage and laboratory productions. Lab hours required.
- 336 Scenic Design and Set Construction (3)**
Scene design emphasizes practical application of basic design principles to modern staging methods. This course stresses the function of scene design in its relation to the play and the visual contribution of design to the production as a whole. Lab hours required.
- 343 Children's Theatre (3)**
This course centers on the presentation of plays for children; procedures are developed as to the play's selection, preparation of the scripts, casting, rehearsing, and producing.
- 344 Readers Theatre (3)**
Students practice selecting, adapting, and arranging a variety of written materials for group performances.
- 350 Voice: Placement III (1)**
- 353 Tap Dance (1)**
A rudimentary course in the art of tap dancing. Students will be expected to wear proper dance attire as well as tap shoes.
- 354 Ballroom Dance (1)**
Basic instruction will be given in musical recognition, rhythm, posture, dance steps, lead and follow, and style.

360-362 Production I, II

(1,2,3)*

This course focuses on the real theatre by offering the student the opportunity to acquire academic credit through creative participation in one of the University's main stage productions. Choices of production include acting, scenic and lighting design, set construction, property construction, stage management, box office management, publicity, makeup, and costume design. *The course may be taken for one, two or three credits. *Prerequisite: Permission of the instructor. Freshmen may not take this course.*

370 Practicum in Secondary Education (Theatre)

(3)

The aim of the practicum is to provide students with field experience in the observation and study of instruction, curriculum, and materials in their major field of concentration in an assigned secondary school. *Prerequisites: Core courses*

401 Acting V: Film and Television

(3)

Stage techniques adapted, modified, and condensed for acting in film and television.

402 Acting VI: Acting in the Musical Comedy

(3)

The performance skills of acting, voice, and dance will be integrated and displayed by the students under the direction of an Artistic Director, a Music Director, and a Choreographer. Scenes from Broadway musicals will be performed and critiqued. *Prerequisite: Permission of the Artistic Director*

451/452 Choreography I, II (Audition required)

(3),(3)

Choreography is the key to this course, which culminates in a dance concert or musical comedy when feasible. Costuming, music, and lighting, as they enhance the dances, will be included.

453 Theatre Management

(3)

A behind-the-scenes study of the monetary aspects of producing and maintaining a production's budget, with research into ancillary careers available in the world of show business other than technical or performance.

454 Lighting Design

(3)

Theories and techniques of lighting will be studied. Emphasis will be placed on script analysis, instrumentation, equipment characteristics, and use of color. Lab hours required.

461-462 Directing I, II

(3),(3)

Instruction and practical experience in the art of staging plays. Explores selection of material, script analysis, casting, rehearsal procedures, techniques of communication with the actor, and the coordination of scenery, lighting, costumes, makeup and theatre management into a unified production. The Megley Theatre is used as a laboratory for students' direction of scenes and of one-act plays.

470 Student Teaching in Theatre/Education

(12)

Prerequisite: All required courses must be completed in Theatre and Education.

490 Senior Seminar**(3)**

Students will participate in theatrical experiences that best fit their career goals and needs. For the students interested in a certain facet of theatre, an individualized program will be set up with the student and a guest artist in the student's area of endeavor. *Prerequisite: Permission of the department chair*

499 Independent Study in Theatre**001-099 Workshops**





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B.S., Salve Regina University
M.S., Boston University
Ph.D., Boston College
Assistant Professor of Nursing

Peter R. Alfieri

B.A., Rhode Island College
M.A., Middlebury College
D.M.L., Middlebury College
Assistant Professor of Spanish

Camille A. Allen

B.A., University of Rhode Island
M.Ed., Rhode Island College
C.A.G.S., Rhode Island College
Ph.D., University of Connecticut
Associate Professor of Education

John T. Anderson

B.A., University of Northern Iowa
M.A., College of William and Mary
M.I.L.S., University of Michigan
Ph.D., University of Virginia
Reference Librarian

George L. Andrade, Jr.

B.A., Eckerd College
M.P.A., University of New Haven
Assistant Professor of Physical
Education

M. Therese Antone, RSM

B.A., Salve Regina University
M.A., Villanova University
M.Ed., Harvard University
Ed.D., Harvard University
Professor of Management and
Mathematics
Executive Vice President for
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B.A., Roger Williams College
M.A., Salve Regina University
C.A.G.S., Salve Regina University
Instructor of Management

Norma M. Bailey

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M.A., Catholic University of America
Ph.D., University of Wisconsin
Professor of English

M. Philemon Banigan, RSM

B.Ed., Catholic Teachers College
A.B., Salve Regina University
M.S., Catholic University of America
L.H.D., Salve Regina University
Professor Emerita of Chemistry

Mary Jane Barry

B.S., Boston College
M.S., Boston University
Ph.D., New York University
Professor of Nursing

Mary McKee Benton

B.A., Lawrence University
M.F.A., Rhode Island School of
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Assistant Professor of Art

Jane Harrington Bethune

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M.A., Tulane University
Ph.D., Tulane University
Associate Professor of Spanish

Gabriele Bleeke-Byrne

B.A., University of Rhode Island
M.A., Brown University
Ph.D., Brown University
Assistant Professor of Art

Leo J. Bottari

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M.S., University of Notre Dame
Associate Professor of Biology

M. Maurice Boyle, RSM

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M.S., Catholic University of America
Ph.D., St. Thomas Institute of
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M.B.A., Claremont Graduate School
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M.F.A., George Washington University
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